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Photographs of some of the rooms in the School are shown on pages 32 and 33.

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# THE A T A MAGAZINE

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# Editorial

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## REVISED MATRICULATION REQUIREMENTS UNIVERSITY OF ALBERTA

**T**HE Alberta Teachers' Association has approved the revised matriculation requirements for admission to the University of Alberta. Beginning September, 1952, students entering the bachelor of education program in the Faculty of Education will be required to have Grade XII standing, the equivalent of requirements for entrance into other faculties.

### General Requirements

Matriculants from the high schools of Alberta seeking admission to the University will have to possess—

- (a) A High School Graduation Diploma with
- (b) "B" or higher standing in the required courses of Grade XII as set forth below in the prescriptions of the various schools and faculties, and
- (c) an average in these courses of at least 60%.

### Faculty of Education

**For the degree of B.Ed.:** the general requirements with credit in: 1. English 3, 2. Social Studies 3., 3., 4., 5., and 6. **Four** of \*Mathematics XII, Biology 2, Chemistry 2, Physics 2, \*French XII, \*German XII, \*Latin XII.

**Note**—Not more than two foreign languages nor two sciences will be accepted.

### Faculty of Arts and Science

**For the degree of B.A.:** the general requirements with credit in: 1. English 3, 2. Social Studies 3, 3. \*Mathematics XII, 4. \*French XII or \*German XII or \*Latin XII, 5. and 6. **Two** of Biology 2, Chemistry 2, Physics 2, a second Grade XII language.

**For the degree of B.Sc.:** the general requirements with credit in: 1. English 3, 2. Social Studies 3, 3. Mathematics XII, 4. \*French XII or \*German XII or \*Latin XII, 5. and 6. **Two** of Biology 2, Chemistry 2, Physics 2. (Students planning to major in a physical science should take Chemistry and Physics if possible.)

### Faculty of Engineering

**For the degree of B.Sc. in Engineering:** the general requirements with credit in: 1. English 3, 2. Social Studies 3, 3. \*Mathematics XII 4. Chemistry 2, 5. Physics 2, 6. \*French XII or \*German XII or \*Latin XII.

### Other Faculties

Requirements for entrance into the other faculties are similar, six

Grade XII subjects with an average of at least 60%. Requirements for entrance into the Faculty of Education, the Faculty of Arts and Science, and the Faculty of Engineering are given in order that comparisons may be made.

\* Information regarding these new Grade XII courses will be issued by the Department of Education.

## JOINT STATEMENT OF PRESIDENT OF THE UNIVERSITY OF ALBERTA AND THE MINISTER OF EDUCATION, PROVINCE OF ALBERTA

### Three Main Considerations

In revising matriculation requirements, three main considerations seemed particularly important. It is essential that general University standards should be maintained. It is desirable to give some greater measure of flexibility to the high school program so that it can be fitted to the varied needs of students, especially of those who may not be planning to come to University. It is undesirable to force on a high school student too early a decision concerning the faculty or school he will enter. As a result of consultation between representatives of the University, the Department of Education and other interested parties, it was felt that certain changes could be made that would be in line with these three main objects if it were possible to achieve an effective co-ordination of the high school teaching of the academic subjects with the University teaching, especially with the University teaching in the first year. It became apparent that such coordination was particularly important in two fields, namely, foreign languages and mathematics.

### Foreign Languages

With respect to foreign languages, it is proposed to require two years of study taken sequently in Grades XI and XII. This will replace the present three-year program extending over Grades X, XI and XII. The new courses in Grades XI and XII will concentrate on basic structure and grammar and will aim at a more careful reading of a few authors rather than a more cursory reading of a variety of authors. For the purposes of the University, this seems the best kind of preparation for the student to offer as a foundation. The University first-year courses will be carefully adjusted to the level reached at the end of the Grade XII course. If this is done, it is felt that by the end of the first year of the University course, there need be no lowering of standards at all. Further, the proposed arrangement will make it easier for students who have a particular bent towards foreign languages to receive a basic training in more than one foreign language, an arrangement which is not feasible at present.

## Mathematics

In connection with mathematics, again the importance of better coordination became clear. At present, four courses are required: one in Grade X, one in Grade XI, and two in Grade XII. It was felt that three courses would be sufficient, one in each of Grades X, XI and XII, for University purposes if the material covered were organized on the basis of consultation between the high school curriculum committee and certain members of the University staff who are familiar with the needs of the University with respect to this particular subject. While the result will no doubt be that, at the end of Grade XII, the amount of content covered is somewhat reduced, it is hoped that the necessary basic training will be given and if the first-year University courses are well adjusted to the high school training, again, looking at the program of high school and University as a whole, it is felt that there need be no real lowering of standards.

## Coordination

It is planned to organize machinery to see that the coordination referred to in the above paragraphs is properly achieved. Further, this machinery for coordination between high school and University courses will provide for not only foreign languages and mathematics (in which it seems to be especially urgent) but for other academic subjects as well.

It will be noted that a 60% average in the six units is required. Experience has shown that students entering with an average of between 50 and 60 are likely to get into difficulties at the University level. The 60% average gives a reasonable guarantee that the student is University material.

## Major Benefits

In summary, with respect to the high school program the new matriculation requirements provide four major benefits. First, the fact that the final decision to prepare for University entrance may be postponed for one year, namely to the beginning of Grade XI, on the one hand should enable students to choose courses better suited to their vocational intentions or exploratory interests, and on the other should obviate the need of taking prerequisite Grade X courses as safeguards in case matriculation later appears desirable. Second, the reduction in the number of subjects required for matriculation will enable students to take a more varied program, supplementing the academic subjects by technical, commercial or general electives; alternatively, it will permit a greater measure of specialization in a major interest. In this connection it is hoped that provision may be made that students who wish to do so may take additional courses in such academic subjects as mathematics, science or foreign languages. Third, the reduced requirements will provide additional time for the study of the English language. Fourth, it will now be possible for the great majority of students preparing for University entrance to complete Grade XII in one year instead of two. On the whole it is expected that the new arrangements

# Our President's Column

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To my fellow teachers—

Thank you for the honor you have done me in electing me president of the Alberta Teachers' Association. It is an honour to which many of our distinguished teachers have aspired, and one which I prize at its full value. It has rarely been given to a classroom teacher and never before to a woman. I accept it with pleasure and pride.

The responsibilities of the office are numerous and I am very conscious of their gravity. I shall sincerely try to merit the confidence that you have placed in me.

The coming year promises to be one of the best in the annals of the Alberta Teachers' Association. As a profession we have made a number of great gains in recent years; now we have reaffirmed our solidarity. We on the Executive must see ourselves as a team whose goal is the good of the whole teacher group; we in the Association must see that our ATA is only one member on the team that will win for Education. It is my earnest hope that this year we



MARIAN GIMBY

may foster friendly relations between the Alberta Teachers' Association and the Government of Alberta, the Department of Education, the Faculty of Education, the Alberta School Trustees' Association, and the general public.

My best wishes go out to each member of the Alberta Teachers' Association for your own success and happiness in the months ahead.

---

will enable the high school to offer a program more in harmony with the objectives set forth in the Department of Education's recently issued *Curriculum Guide for Alberta Secondary Schools*.

The new requirements represent what the University is prepared to accept as soon as the necessary new or revised courses are prepared and effected by the Department of Education. In the meantime existing requirements will be accepted.

**Editor's Note:** Entrance requirements for the one-year program in the Faculty of Education are not the same as for the degree of bachelor of education.



# A New Approach to The Salary Question

N. W. MUIR

Vice-principal, Stettler School

**T**HE reader will not have gone very far into this article before he sees that the viewpoint expressed here is not new at all; but I have ventured to use the above title because I do not recall having seen these arguments deliberately expressed before in this Magazine.

## What Kind of Profession?

Any approach to the question of teachers' salaries should begin with a definition of the kind of profession we believe teaching should be. Should it be a profession like the church ministry in which the ideal of service is all-important and in which there is no thought of material remuneration, or should it be like the professions of law and dentistry, in which a high standard of living is at least as important as the ideal of service as a motive for entering and remaining in them?

I believe this question has been answered already, tacitly, if not articulately. Most teachers feel they have a right to a share of the amenities of life, a greater share, indeed, than they have ever received. This is our position, be it right or wrong; and this is the primary postulate at the basis of what is to follow.

## Consider the Permanent Teacher

The second assumption is this: that when we are setting up a schedule of salaries we should think first of all

of the permanent teacher—the person who has chosen teaching as his lifework, who has invested his money, his time and his energy in his training, and who has dedicated his life to the profession. We should not worry about the beginner—he may stay and he may not; nor about the young woman who is a teacher-in-the-meantime—the same applies to her, and she manages fairly well during the interval before her wedding day; nor about the young man who hopes some day not too far hence to change to something else; nor even about the mature woman who finds herself still a teacher long after she had hoped to be a homemaker—economically, she is in the best circumstances of all. We should be primarily concerned with the man (or woman) who has deliberately made a career of teaching, and who has given teaching his heart, his mind, his vitality, and his years.

## Starting Point of Schedule

Very well, we are drawing up a salary schedule; let us begin with him. He is a man of forty years of age; he has a university degree; he has taught continuously for twenty years. He is efficient, he is respected, he is an excellent citizen, and he is indispensable to the community. He has a wife and three children. His neighbor on the left is a lawyer, the one on the right is a merchant; if justice is to be done he must be

the economic and social peer of these other men. In other words, he must own his own home, which must be well furnished; he must have a good car; he must be able, if he wishes, to belong to a service club and a golf club.

Suppose we say that his salary should be about \$5,000 a year; perhaps it should be more, but we shall say \$5,000. This, then, is the starting point of our salary schedule; we shall build around this. Suppose now that we go back to what he would have to receive as a beginning teacher with serious intentions and with one year's training, in order to remain in the profession and improve his qualifications; let us say that he would have to have \$1,500 (at the present value of money.) Between the time when he started and the present, he has acquired three more years' training and 20 years' experience. Suppose that we equate a year's training to three years' experience for purposes of calculation and give him, in effect, 29 years' experience. In 29 years, then, his salary has increased about \$3,500; this makes an annual increment of about \$120 for experience and makes a year's training worth \$360.

#### History of Teacher's Salary

Now let's see what his probable history would be. As a 20-year-old beginner with one year's training he is earning \$1,500. At 25, with another full year's training obtained at university summer sessions, and with five years' experience, he gets married; and he is earning \$2,460. At 29 he has obtained his bachelor's degree, he has 9 years' experience,

he has a couple of youngsters, and he is earning \$3,660. At 35 he is well established in a good community, he has a family of three, and he is getting \$4,380. And at 40, where we find him today, he is a solid citizen with his own home, he is at the height of his powers as a teacher, he is ready to embark on what should be his most fruitful period of community service, and his salary is \$4,980. It will be higher than this if in the meantime he has secured another degree, or if he is a principal or vice-principal; but as a staff teacher, this will be his situation.

#### Four Points to Consider

There are four things which may be added to complete this discussion. First, although we are assuming a schedule beginning at \$1,500, allowing \$360 a year for training beyond the first year, and 20 increments of \$120, the figures are suggestive only; the important thing is that in drawing up our schedule we begin by setting an adequate salary for the experienced and well-qualified male teacher with a wife and family. Second, it is obvious that this scheme provides very well for teachers in all other categories. Third, the material and financial circumstances of our hypothetical teacher are quite modest in comparison with those of his good neighbors, the lawyer and the merchant; he need have no guilty feelings about being greedy. And fourth, his career up to this point makes a not unattractive picture to the young chap of 18 who is graduating from high school and wondering whether he should follow his inclination and become a teacher.

Children are the most important group in the community, the school the most important institution, the teacher the most important worker.

Angelo Patri.

# Adult Education In Alberta

E. W. CORMACK

Assistant Director  
Department of Extension



**E** DUCATION is everybody's business is a phrase we have heard with considerable frequency of late. One might go on and say that everybody wants education. The teacher of a group of normal thirteen-year-olds starts up to take issue at this point, but we hasten to assert that "wants" has several shades of meaning, at least in Scotland. Anyway, we do know that in Canada today many grown-ups have come to the conclusion that their education is wanting in some phases, and that they are ready to grasp at opportunities to fill the gaps.

In Alberta, where there has been a vigorous economic and industrial expansion since the end of the war, people have been stimulated with the desire to enhance their technical skills, and made growing demands for instruction towards this end. To a lesser degree the problem of satisfactorily utilizing a newly won leisure has confronted many.

Education, however, can hardly be divided into water tight compartments as utilitarian or æsthetic. The man machining two pieces of steel to fit exactly and the artist tackling the construction of a masterpiece have a

lot in common. Each is seeking to express something of himself and to create that bit of perfection he seeks.

## Facilities for Adult Education

The Department of Education, aware of the need, is trying to meet requirements. Calgary has perhaps been in the lead so far, with its Institute of Technology and Art and the various night classes offered to adults at such places as Mount Royal College and McDougall School. At the Coste House, of the Calgary Allied Arts Council, the completely uninitiated are welcomed to tackle various crafts and arts, such as weaving, leather, painting, creative writing, ceramics, and even fencing. The completion of the Victoria Composite High in Edmonton marks a distinct advance for the capital city. Classes in an attractive variety of crafts, trades, and arts are now offered. The apprentice system, where young men and women can learn or improve their techniques while at the same time earning a living is becoming popular. Smaller cities such as Lethbridge, Medicine Hat, Red Deer and similar centres are also catering to their

would-be artists and craftsmen.

Outside of the larger centres, however, we still find nearly two-thirds of the population of the province. It is worthwhile to enquire into the educational facilities, formal and otherwise, which are available to the small town and country dweller.

#### National Film Board

The activities of the National Film Board with its indefatigable field staff are worth noting. Perhaps due to inherited traits, people in the country will still turn out in crowds to a free film show! The National Film Board have various ways of bringing their programs to the country folk. About fifteen circuits, supplying an hour and a half to each of some five localities, is one popular form. A number of film libraries located at centres such as Vermilion and Camrose, have a supply on hand, which is switched from time to time, and new films introduced. For specific requirements the films can be obtained from the Provincial Library at the University of Alberta. From actual count a quarter of a million rural Albertans saw these films last year, attending some 3,421 showings. This figure is proportionately the highest in Canada. The shows put on are an attractive combination of timely news, United Nations' activities and problems, glimpses of world affairs such as the Edinburgh Festival, Canadian Affairs and a view of Canadian beauty spots, and general entertainment. The National Film Board fieldmen who systematically visit each spot where the films are shown deserve commendation. These men are proving to be one of the best mediums of contact and coordination country people have, with the various forms and possibilities of adult education. Perhaps it is a matter of personality but they seem able and ready to advise on how to get an art exhibit, what to do about a library, who will help to arrange a short

course and so on. The local school principal is their ally—he is often the projectionist for the film shows as well as tackling his normal routine.

#### Radio

Everybody listens to the radio; our surveys show that country women, for example, spend over three hours a day doing this. Nobody can listen to broadcasts day after day without absorbing something. Let's be optimistic and credit some of this to adult education! Our surveys showed that country women listed their preferences as follows: news-casts, musicals, comedy shows, plays, critiques, etc. (Nobody seems to listen to the soaps!) Radio Farm Forum and Citizen's Forum have their audience, and the former, popular further east, seems to be gaining in Alberta. At their best, these programs where listeners group together to discuss problems, are the very root of democratic government.

#### Department of Agriculture

Country people are being reached, grown-ups as well as the youngsters, by the Department of Agriculture, and particularly through the expanding district agriculturist and home economist service. These trained men and women, strategically placed, are coming to have a marked effect on farms and farm homes. Far sounder farming practices than obtained only 25 years ago, and suited to the particular districts, are evidence of this influence. A parallel influence to the DA Service is seen in the activities of graduates of the provincial schools of agriculture at Olds and Vermilion. In almost any rural area of Alberta the best leadership, be it in farming, housekeeping or in enthusiastic backing of worthwhile community effort is supplied by the men and women who have graduated from these institutions. Each school offers a two-year  
*(Continued on Page 49)*

Findlay Barnes was in Ethiopia from 1947 to 1950, during which time he was director of education for the Province of Kaffa and director of Menelik Second School in Addis Ababa.

# Education in Ethiopia

FINDLAY BARNES

Superintendent, Rocky Mountain Division

**E**DUCATIONAL development in Ethiopia may be traced through four important stages. The first was characterized by the church or parochial school carried on from early in the Christian Era until nearly 1900 A.D. Then came the era of modernization under Emperor Menelik when the government began to assume some responsibility for education. The third period was that of the Italian Occupation when all schools were disbanded except those which taught Italian. Lastly, we come to the rehabilitation period which still exists today.

The parochial schools operated in almost every church from very early in the Christian Era. Indeed, several churches still retain their own schools to train boys for the priesthood. These schools were conducted by the priestly class of the Coptic Church which forms a large proportion of the population of Ethiopia even today. They kept learning alive as did the Monasteries in Europe during the middle ages and so served a useful purpose. The language used was Geez which is the ancient language of the Church, rather than Amharic, which is the official language of Ethiopia today. (A similar parallel might be drawn between the Latin of the Church of Rome and modern Italian.) The schooling consisted of learning the Geez alphabet consisting of more than one hundred characters, later learning to read and write the Geez, and finally of committing to memory many passages of the Bible—especially from the Psalms and Old Testament upon which much of their church ritual is based.

When Emperor Menelik came to power in the late 1800's and began to conquer the outlying tribes and hence unify the Empire, he realized that modern government controlled education was necessary. So he started the first government elementary school in Addis Ababa about 1905. He brought Egyptian Coptic teachers and thus the first properly organized secular school had its beginning. To this school His Imperial Majesty Haile Selassie was sent along with other Rases (princes) and boys of high ranking families.

From that meager beginning the idea of government controlled schools grew and spread, being given further impetus by that intelligent and far-sighted Emperor, Haile Selassie, when he came to power. This progress has continued uninterrupted, except during the Occupation, until today there are approximately 50,000 boys and girls (only about 5,000 girls, I'm sorry to say), being educated in regular government controlled elementary and secondary schools throughout the Empire.

When the Italians took the country over in 1935 they closed all schools and, according to rumor, hunted down and liquidated the educated men of the Empire. If this were done, I expect it was for the purpose of more easily keeping the land in a state of subjugation. However, during the Italian regime many fine schools were erected for Italian children which are today serving a very useful purpose in the education of Ethiopian youth. However, during the Italian Occupation I understand that only Italian children and Ethiopians who



wished to become "new Italians" were given schooling.

In 1942, the Italians were driven from Ethiopia and His Majesty, Hailie Selassie, returned to find few educated men left. There were not even sufficient to fill important government posts and teaching positions, so he called on the Missions to help by loaning teachers to the Ministry of Education. He also looked about the Empire for suitable foreign help to act as advisors, etc. Then he began to look to other countries for assistance in the colossal task of educating his people and modernizing his land. Doctors and nurses were brought from Sweden. Teachers were called from Sweden, Egypt, Canada, United States, India, the Sudan, etc. His Majesty retained the post of Minister of Education, as he still does today, to see that progress is not impeded. He also poured more public money into Education than into any other Ministry of the government. The task he faced in education alone was really tremendous. Schools had to be built or repaired, and staffed. Courses of study had to be drafted. Textbooks had to be obtained or printed. School supplies had to be secured.

Since Amharic is a language which is very difficult to print or type, he felt that English should be made the official foreign language of the land. Hence today children take all instruction in English (except the study of Amharic itself) from fourth grade and upwards. This solved the problem of textbooks for Grades IV to XII inclusive, since English texts are used.

Next there was the problem of curricula. Ministry officials and school headmasters set to work to draft suitable curricula for elementary, intermediate, and secondary classes. These had to be geared to the English system since at the end of Grade XII the scholars sit for London matriculation examinations. (Of 27 who sat last year 21 passed.)

Today there are government controlled and staffed schools in every province of Ethiopia. In general, these schools only teach up to the end of the sixth grade, but the better ones are now going on to seventh and eighth grade work. Some of them only teach to the end of Grade III if trained teachers are not available.

Now there are secondary schools springing up in each of the provincial capitals, so very soon each province will have at least one secondary school. Besides this, there is a teacher training school, a technical school, a commercial school, and a theological school in Addis Ababa, as well as a few agricultural colleges in the provinces.

Last November the Ethiopian Junior College made its initial bow—the first attempt at university education in the history of Ethiopia. Until this year all promising matriculation students were sent abroad at public expense to continue their education in colleges and universities in Canada, United States, Great Britain, and other places. This was a great expense and did not always have a wholesome effect on the boys.

I fear this story must sound too optimistic to give the true picture of education in Ethiopia today. Hence, I must remind you of a few great weaknesses of the system. I agree that much has been accomplished under the wise and energetic leadership of that grand gentleman, Hailie Selassie, but we must remember that funds, teachers, buildings, and supplies are very scarce indeed. There are school facilities today for only one out of each hundred boys of school age in the land and for only about one out of each thousand girls. The teacher training school in Addis Ababa, which is the only properly organized teacher training institution in the Empire, houses less than 200 students—this to serve a nation of 15,000,000 people. The income of the land is not great

*(Continued on Page 45)*

# The Fruitful Concept

ABC

MANY years ago the poet Wordsworth rebelled against "poetic diction." He disliked the use in poetry of such artificial absurdities as "the finny tribe," "the trembling zephyr," "the azure main," or "the sprightly flood."

Without equating ourselves to Wordsworth, it still might not be out of place to suggest the timeliness of another revolt, the general revolution this time being against "educational diction." Consider a very few examples of the language used in our education texts, or in our university classrooms and examinations: *meaningful situations, vital statistics, hypothesizing a diagnostic construct (i.e. guess) controlled development within a social matrix, orientation, meeting the ego needs of all students, our way of life, evolving patterns, the modern social flux, integration of personality, and the title of this little article.*

Or again, consider this common gem, taken from a guidance examination at a recent University of Alberta Summer Session:

Objectives of therapy include

- (a) Relief of subjective symptoms of patient.
- (b) Action as a catalyzing agent of maturation of the organism.
- (c) Discipline of natural developmental processes.
- (d) Removal of repressions and ambivalences in the mental economy.

All such terms as those cited above may once have had some clear and definite meaning. If they had, such a meaning seems to have disappeared long since. In far too many places in education, simple and precise language is out of fashion; what is obviously in style is a hackneyed jargon

combining generalities with careful vagueness.

It is interesting to speculate, for example, as to what the word "maladjusted" really means—it has such a varied use in literature and conversation. Or perhaps "maladjusted" is just another of the usual words behind which we strive to hide unusual ignorance.

At any rate, the situation is simply made to order for some genius, seizing upon our educational gobbledook, to create a new and great Twentieth Century satire. As a very minor example of "word satire," consider the simple Peter Rabbit story related (in essence) in current textbook jargon:

Think of Peter Rabbit who lacked the socially acceptable behavior patterns of his siblings, Flopsy, Mopsy, and Cottontail. Remember that through an uncontrolled infantile ego assertion, this delinquent rodent decided to visit Mr. MacGregor's garden—which put him in ever so meaningful a situation. Consider the traumatic incident where Peter fled from Mr. MacGregor, and how once home, Peter's punishment proved to be so vital an experience. As well, now that experience had proved to be the catalyzing agent of the maturation of the organism, imagine what a well-integrated little rabbit Peter would become when he understood that all rabbits must, for their own good, undergo a process of controlled development within a social matrix. Naturally, in Mrs. Rabbit's philosophy, such final implicit conceptualization was not

to be minimized, for it meant the potential removal of an ambivalence in Peter's mental economy.

Silly, isn't it? And yet, apart from the concentration of terms, it's the type of material we read in much of our educational literature. Currently, to expect many an "educationist" to call a spade a spade is like asking him to appear in company without clothes.

Obviously, all worthwhile thoughts are not to be expressed in monosyllables. Equally obvious is the fact that every profession develops its own distinctive terminology. What matters, then, is the way in which "professional" terms, polysyllabic or not, are selected and used; on this basis the present vague verbosity in

our profession is serious. For, unless "educators" possess good discrimination in word and term usage, how may we expect many teachers to possess some of that same discrimination? And if the ordinary teacher, in his university and in-service training, is not used to clear thinking, expressed clearly, by what standards then does he judge his own pupils?

Education, it is said, is both an art and a science. Perhaps that is jargon, too. But let us give the generalization point by saying that, if education is a science, then we need to choose our words with great care; and if education is an art, then we need to employ those chosen words even more carefully.

## LINKS WITH LIFE!

Tuesdays, Dominion Network, 8:00-  
8:15 pm EDT—rebroadcast 11:30-  
11:45 pm EDT to Western Canada.

Beginning Tuesday evening, May 15, 1951, Dr. S. R. Laycock will talk for ten weekly occasions on the kind of relationships which make for happy living.

### Here are dates and titles:

May 15—A Boy and His Dad.  
May 22—A Girl and Her Dad.  
May 29—A Boy and His Mother.  
June 5—A Girl and Her Mother.  
June 12—A Lifetime Partnership.  
June 19—A Boy and His Sister.  
June 26—Boy Meets Girl.  
July 3—Grandparents are Human.  
July 10—Teachers are Human.  
July 17—Who is My Neighbour?

Education Week, sponsored by the Alberta Educational Council, and directed by two committees for northern and southern Alberta, has been the most successful in years. While we know that every community in Alberta observed the "Week" in one way or another, so far we have received reports from only a few. Here are the highlights of these reports.

## Everybody's Business

### ● Editorial from Lloydminster Times

As for parents with children going to school it is needless to labour the truth of this slogan, and the ratepayer who sees approximately 44 cents of every tax dollar go to public and high school education, is very conscious that education is a costly business. Also, the casual visitor to this town who sees the new high school and a new public school under construction must realize that education is very important as far as the citizens of Lloydminster are concerned. Even the provincial governments find their share of the cost heavy with the result that pressure is continually being brought on the federal government to assume greater responsibility in the education of Canadians.

From the point of view of the children and their parents, education is something which vitally affects their lives. The spiritual, social, and material success of the child will depend to a large degree on whether or not the fundamental training and basic skills of living have been acquired. This success, on the other hand, will vitally affect the home of the child where the aspirations and plans of the parents are tied up in the life of the offspring. It is a happy home, indeed, where the children are encouraged by their parents to look upon school as something to be desired rather than despised, and where school becomes an avenue of opportunity rather than a prison.

As for the teachers, education is much more than a livelihood—granted, it takes a good many

dollars these days to maintain a decent standard of living. When a great teacher—and we have many of them—walks into a classroom it is seldom that some "mute inglorious Milton" will be seated there, awaiting to be developed into the full flower of his greatness, but the tender shoots seated row on row are the ones who tomorrow will make this nation rich or poor in faith in God; in faith in the ultimate triumph of good; in family, community, national and international goodwill; and in abundance of those material things which maintain a high or low standard of living. Great teachers will never reap a material reward commensurate with their services, but it's a wealth of satisfaction to have done a grand job of one of the most important vocations in life.

With close to fifty regular and special meetings last year in addition to numerous committee meetings and other duties, school business in Lloydminster has become big business. It is no longer simply a matter of trying to give the best to a few children in a classroom, because the proper handling of equipment, sound construction and even sound business relations with governmental bodies will decide whether or not the best is being provided as economically as possible. The character and education of the child should always be the first "trust" of a trustee, but the ratepayer who pays the bills will also want to know that his money has been spent wisely.

From the point of view of the business man, the educating of children is "big business." Whether for

the classroom or for the playing field, "kids" are as expensive as individualistic; pleading, "engineering," demanding and continually wangling pens, scribblers, new clothes, bikes, sports equipment, candy, and "pop" as prizes for making the grade. Take all the school children out of any community and it would not only be dead but business would hit a serious depression. Yes sir, "Education is Everybody's Business!"

"Education is Everybody's Business." The leather in one's shoes is as much the product of education and training as the manufacture of them. The clothes one wears are more comfortable than the skins worn by early man because of the knowledge and training of those who developed cheap motive power and invented the machines to spin the wool and cotton that is woven into underclothing and outer clothing. The cheapness of their manufacture is the product of trained minds that can produce in mass. The foods that one eats are made possible because of the training of others and even the productivity of the farm is the result of the trained minds down the ages who have developed special strains of livestock, grains, and grasses. The big machines which till the fields, construct the roads and build irrigation dams and bridges are only possible because of the highly trained mechanical skill of the youth of the nation. The doctor who comes to one's sickbed is not a self-made man but a product of the accumulation of knowledge. The comforts of life—the telephone, the car, the radio, the electric light and electrical appliances, the phonograph, comfortable beds, modern plumbing, modern construction, and modern heating are but a few of the many things taken for granted but only made possible through the legacy of knowledge and training. Even one's security through an old age pension and the protection of property in time of war is only guaranteed by the character, health,

and training of the youth who will fight for our way of life.

It is a niggardly soul indeed who doesn't believe that education is good business for everybody!

#### ● Edmonton

The Department of Education, through W. E. Frame, chief superintendent of schools, honored six winners of the Governor-General's medal in the divisions around Edmonton at a banquet which was given in their honor by the Rotary Club of Edmonton.

Educational posters displayed in store windows, radio interviews, public addresses, and advertising space in *The Edmonton Journal* were some of the efforts of the Edmonton ATA Locals.

#### ● Lethbridge

The Lethbridge Local has established a regular column in *The Lethbridge Herald* entitled "Today for Tomorrow," to which teachers contribute informative articles. This was supplemented prior to and during Education Week with press and radio coverage of Education Week activities organized by the local's publicity and public relations committee.

#### ● Medicine Hat

*The Medicine Hat News* gave excellent coverage to all the activities, including the editor's visit to the dormitory. Radio Station CHAT broadcast several addresses, one sponsored by the Chamber of Commerce and others by the teachers' local and the students of Alexandra Composite High School. Besides special church sermons there was an article on religious education contributed by Father O'Byrne. Riverside School had a formal opening of its new building, and St. Theresa Academy held "open house." H. E. Balfour of the Department of Education addressed Rotary and Kiwanis Clubs. The local theatres

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contained in these magazines will expand the professional horizon of any alert teacher. *The Mathematics Teacher* devotes its pages to the advancement of mathematics teaching in the elementary and secondary schools, while *The School Science and Mathematics* divides its interest between mathematics and the various sciences with special reference to the recent advances in scientific knowledge and teaching methods.

It is important indeed that mathematics teachers become members of such mathematical organizations as "The National Council of Teachers of Mathematics," "The Central Association of Science and Mathematics Teachers," or "The Canadian Mathematical Congress." In the past many changes in the content and methods of teaching mathematics have been made, but there is still ample opportunity to improve mathematical education. It is the function of mathematical organizations to see that such changes are made, or at least to use their influences through their various meetings and publications to bring about the necessary reforms. The author believes that it is the professional duty of each teacher to be a booster of whatever organization he supports in furthering the plans of better teaching methods. Possibly the time is not too distant when Alberta mathematics teachers will become affiliated, through an Alberta branch, with the "National Council of Teachers of Mathematics," and add their voices to the promotion of the interests of mathematics.

A mathematics institute or workshop is one means of keeping teachers who have already received their degrees in touch with the latest developments in the teaching of mathematics. One of the best institutes on the continent for teachers of mathematics has been sponsored annually each August since 1941 by Duke University of Durham, North Carolina. A study of their two-week

schedule reveals a very extensive program designed to keep teachers abreast of movements in mathematical education, and at the same time to offer an opportunity for the teachers to meet recognized leaders in the field of mathematics teaching. The ATA, the Department of Education, and the Faculty of Education appear to be missing a valuable educational opportunity in not sending Alberta representatives to such institutes and workshops. Progress and development in mathematics teaching can take place with greater impetus and assurance in our province if Alberta educators can participate in recognized institutes and bring back to the province such worthwhile gains in the field of mathematics as may suit our local situation. A mathematics institute or workshop organized in Alberta on the same basis as the ATA Workshop at Banff would place Alberta in the forefront of the Canadian provinces in promoting in-service professional training in mathematics.

Positive action on the part of the teacher in the case of the so-called mathematical literature will have a tendency to engender the professional growth of the classroom teacher. Service bulletins issued regularly by organizations interested in the promotion of mathematics such as publishers of textbooks or the manufacturers of mathematical instruments, usually provide material on the events and the trends in mathematics teaching. A collection of pamphlets, folders, or research results, describing various aids or innovations in mathematics teaching will keep the teacher alert and enthusiastic in the field of classroom experimentation. A study of current catalogues of mathematical material will often provide the necessary incentive to dispel a complacent attitude on the part of the teacher. A teacher's scrapbook of mathematical information whether

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# Promotion Practices in Non-Examination Subjects of Grade X

F. L. WOODMAN  
ATA Representative  
High School Curriculum Committee

The Examinations Branch of the Department of Education made an analysis of the Principal's Confidential Reports of the High Schools of the province for the year 1948-49 to discover the "pattern" of promotion practices in non-examination subjects in the Province of Alberta. It is expected that the findings will give some worthwhile information to principals and teachers of the province.

In every school a five-point grading system is used, namely, "H," "A," "B," "C," and "D." "H" is the highest grading and is given to honor students, while the gradings "A," "B," "C," and "D" denote achievement in a decreasing amount, "D"

being considered failure in all subjects and "C" a conditional pass for many of the subjects.

The survey made was in the following Grade X subjects:

**Compulsory Subjects:** English 1, Social Studies 1.

**Academic Subjects:** Algebra 1, Geometry 1, Chemistry 1, Physics 1, French 1, Latin 1.

**General Electives:** Geology 1, Biology 1, Art 1.

These subjects are those taken by a large percentage of the Grade X students in the province and are considered to be sufficiently representative of the entire Grade X program for a study of this nature.

Gradings for the Province of Alberta were as follows:

Subject	H	A	B	C	D	Sub-total
English 1 .....	479	2121	2802	947	307	6656
Social Studies 1 ....	649	2028	2699	912	317	6605
Algebra 1 .....	366	999	1264	521	333	3483
Geometry 1 .....	116	246	340	131	89	922
Chemistry 1 .....	212	743	794	279	97	2125
Physics 1 .....	169	584	937	355	144	2189
French 1 .....	511	976	1011	384	267	3149
Latin 1 .....	72	129	165	63	73	502
Geology 1 .....	72	230	321	86	29	738
Biology 1 .....	180	639	819	102	50	1790
Art 1 .....	89	239	268	30	21	647
Sub-total .....	2915	8934	11420	3810	1729	28806
% of total .....	10.1	31.0	39.7	13.2	6.0	

The distribution of scores is as follows:

#### Compulsory Subjects

Subject	"B" or Higher %	"C" Scores %	"D" Scores %
English 1	Province: 81.2 Range: 77.6-95.4	Province: 14.2 Range: 4.2-18.1	Province: 4.6 Range: 0-6.2
Social St. 1	Province: 81.4 Range: 74.2-100	Province: 13.8 Range: 0-20.8	Province: 4.8 Range: 0-6.6

#### Academic Electives

Subject	"B" or Higher %	"C" Scores %	"D" Scores %
Algebra 1	Province: 75.5 Range: 70.2-85.6	Province: 15.0 Range: 6.7-20	Province: 9.5 Range: 2.4-12.1
Geometry 1	Province: 76.2 Range: 73.9-91.7	Province: 14.2 Range: 7.4-19.1	Province: 9.6 Range: 0-11.3
Chemistry 1	Province: 82.4 Range: 78.6-89.6	Province: 13.1 Range: 9.1-18.3	Province: 4.5 Range: 1.3-6.8
Physics 1	Province: 77.2 Range: 71.8-98.8	Province: 16.2 Range: 1.2-21.6	Province: 6.6 Range: 0-7.2
French 1	Province: 80.3 Range: 74.0-97.9	Province: 12.2 Range: 2.1-15.4	Province: 8.5 Range: 0-10.6
Latin 1	Province: 72.9 Range: 70.0-100	Province: 12.6 Range: 2.8-15.7	Province: 14.5 Range: 3.9-16.8

#### General Electives

Subject	"B" or Higher %	"C" and "D" Scores %
Geology 1	Province: 84.5 Range: 76.3-91.0	Province: 15.5 Range: 9.0-23.7
Biology 1	Province: 91.5 Range: 88.2-95.6	Province: 8.5 Range: 4.4-11.8
Art 1	Province: 92.2 Range: 75.1-100	Province: 7.8 Range: 0-24.9

The survey shows the following percentages in the various categories:

Category	Province	Range
H	10.1 %	5.9 %-12.5 %
A	31.0 %	28.2 %-44.1 %
B	39.7 %	37.0 %-44.2 %
C	13.2 %	5.8 %-17.5 %
D	6.0 %	0 %- 7.8 %

## Recommendations

In dealing with Grades X and XI, one should be thoroughly familiar with the methods of grading used in Grades IX and XII, which are as follows:

### Grade IX

Grading	Percentage	Range of Marks
H	5	80-100
A	30	60- 79
B	35	45- 59
C	20	30- 44
D	10	0- 29

### Grade XII

Grading	Percentage	Range of Marks
H	5	80-100
A	20	65- 79
B	35	50- 64
C	25	40- 49
D	15	0- 39

As a grading of "B" or better is considered to be "promotion without restriction," we should not be too concerned about the groupings in the categories of "H," "A," and "B" as long as they are comparable to practices in Grades IX and XII. Certainly, the percentage of students who get "B" or higher should not be less than it is for the Departmental Ex-

aminations. The following practices for promotions in Grades X and XI are recommended:

For

- (a) English 1 and 2, Social Studies 1 and 2,
- (b) academic electives, and
- (c) vocational electives (commercial)

award "C" grading or better to at least 90 percent of the students;

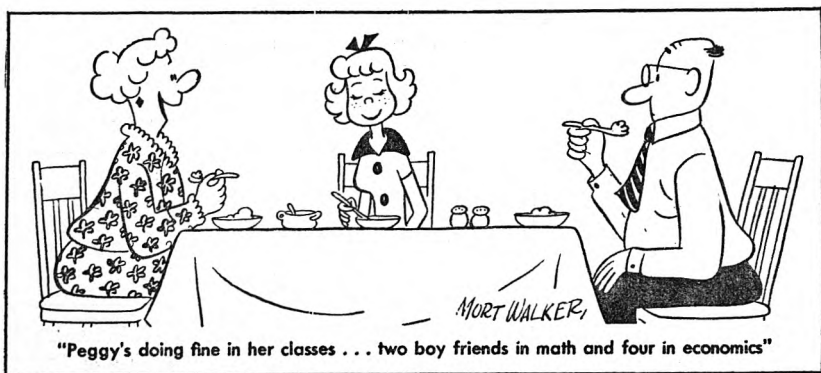
award "B" grading or better to at least 70 percent of the students.

For

- (a) Health 1 and Physical Education 1,
- (b) vocational electives (technical), and
- (c) general electives

award "B" grading or better to at least 80 percent of the students.

Of course, circumstances alter cases and always will. For example, in a small school it will be next to impossible to follow any set group plan. Furthermore, there will be certain classes in large schools that may not conform to a general policy, but, on the average, one will find that the above percentages can be closely approximated in all cases.



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# "... The Merest Smattering of French"

E. CATHERINE BARCLAY  
Teacher, Western Canada High School

The Harvard Report of 1945, *General Education in a Free Society*, states that there are two reasons for studying a foreign language:

- (1) as a tool
- (2) as part of a humanistic education.

The aims and methods of both approaches may be combined where teaching conditions are favorable. The result is the "multiple" approach: hearing, understanding, pronouncing, speaking, reading, and, finally, writing the language.

*"What is to be avoided at all costs is study of language which neither makes it a tool nor adds to humanistic education—a dim perfunctory plodding without clear goal or tangible results."* (ibid. p. 122)

Yet for about a generation, this is just what we have been doing in Alberta. What can be done to improve the situation? From the Calgary press last November, and from statements and discussion at the Calgary Teachers' Convention in February confirmed by F. L. Woodman, our ATA representative, we have learned that discussions have been under way in committees of the Department of Education regarding the possibilities of reducing time given to foreign languages and mathematics and sciences in high schools of Alberta. We do not think that this procedure will improve the teaching and learning of French here; nor do we think that we should continue teaching French as we now do. Why not? Reasons for the present ineffectiveness of classroom work in French in Alberta would include:

1. (a) City classes, especially in

junior grades, comprise from 35-40 and over, instead of from 20-25 pupils.

(b) Many pupils are incapable of profiting from the matriculation course for which French is a required subject.

2. Their meagre knowledge of English is a serious handicap.

3. The present course, geared in content to meet academic requirements of Eastern universities, is squeezed into three years. Other provinces have four, five, and up to seven years in Ontario and Quebec.

4. Pupils, sharing a general public attitude, look upon French as a course to "get" for matriculation standing, unaware of the "why" of studying to master a foreign language.

5. There are almost no private schools in the Canadian prairie provinces to set a higher standard of aim, method, and achievement.

6. There is a woefully inadequate supply of competent teachers of French who can speak the language acceptably well.

We submit that the best remedy is to get out from under a blanket regulation enforcing *all* our high schools to adopt the same course: a course reduced in content, or a grim grammatical and so-called "reading" course, quietly but firmly burying all notions of oral and aural training in Alberta, or a "general," "exploratory" or "flutter" course in Grade X, or no French at all before Grade XI.

The following proposals we think would improve present and future

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1951 •

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# Provincial Executive



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VICE-PRES.



MARIAN GIMBY  
PRESIDENT



ERIC C. ANSLEY  
GENERAL SECRETARY

## ALBERTA TEACHERS' ASSOCIATION



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EDWIN MCKENZIE



SELMER OLSONBERG



N. POOHKAY



MARY GRAY

# LaZerte Receives Honorary Membership in Association

M. E. LaZerte, president of the Canadian Education Association, and former dean of the Faculty of Education of the University of Alberta, received an Honorary Membership in the Alberta Teachers' Association at the banquet of the thirty-fourth Annual General Meeting held in Edmonton, March 27. This is the third honorary membership awarded by the Association.

Dr. LaZerte was born in Iroquois, Ontario, and received his elementary and secondary schooling there. He received his B.A. with honors in mathematics and science from the University of Toronto; his M.A. and B.Ed. from the University of Alberta; and his Ph.D. from the University of Chicago, where he studied under Dr. Judd.

He came to Alberta in 1910 and graduated from the Calgary Normal School the same year. He taught in

Hardisty and Medicine Hat and was inspector of schools at Bassano, Macleod, Edmonton, and Vegreville. He was overseas in the First World War.

Dr. LaZerte was appointed to the staff of the University of Alberta in 1925, became principal of the College of Education in 1929, and dean of the Faculty of Education in 1943.

He was president of the ATA in 1938-39, of the CTF in 1940, and is president of the CEA this year. He is a member of the Canada and United States Committee on Education and a member of the Canadian Educational Committee on Research. He was a delegate to Unesco, Italy, in 1950.

Dr. LaZerte's publications, with which all teachers will be familiar, are *Number Highways*, *Mathematics for Today*, and *Development of Problem Solving Ability*.

He has been elected a Fellow of the Royal Society of Arts.



Dr. LaZerte, left, receiving an honorary membership in the Association from F. J. C. Seymour, chairman of the banquet of the thirty-fourth Annual General Meeting.



Top row, left to right: Past President E. T. Wiggins presents Fred Seymour with a gavel, in appreciation of his service as president of the Association from 1949 to 1951. Mr. Wiggins, president of the Canadian Teachers' Federation, speaking to the fourth AGM on the CTF and WOTF. Mid-morning recess, left to right: E. L. Inman, Bow Valley Local, President Seymour, and Mel Downey, Edmonton High Local. Bottom row, left to right: Teachers and guests gathering for the annual banquet. Guest speaker at the banquet, Pres. Andrew Stewart of the University of Alberta. Mr. Stewart's address was recorded for rebroadcast over the CBC network.



# ***Annual Report of the President***

Calgary  
March, 1951.

Councillors and

Members of the

Alberta Teachers' Association:

During the past year much of our time has been occupied with the problems of erecting and financing our building, Barnett House. At the same time, there has been no noticeable relaxation in the pressure of business faced by the Provincial Executive and Head Office. It would be my opinion that there have been many areas of concern before us, the study of which has been rather circumscribed as a result of our building involvements. With the completion of our permanent office building, it could be expected that a return to normalcy in Executive business is at hand.

It seems to me that a president's report to the Association should be concerned with something more than the detail of the business of the organization. A much more accurate record of this sort of thing would be expected from the general secretary's report. Moreover, it might be expected that one who has completed his term of office would have a few words to say about the future of the organization. Tentatively, I would adopt this frame of reference in the substance of this annual report.

There is abroad, among all of us, the tendency to take our Association for granted. We are prone to regard it as something which has been perfected; something about which nothing further needs to be said or done. *The Teaching Profession Act* has created a profession among us, and a uniformity that exists, to be sure, more in words than in fact. This much is the sum of the attitude of many of our members, and it is a gravely mistaken notion.

It is incumbent upon all of us, for all time, to think objectively about this organization of ours. Each classroom teacher must think critically and assess continuously the functions, the advantages, and the responsibilities of the Association. At the same time, each individual must probe its weaknesses so as to be better prepared to remove them or compensate for the defects. In the short history of the ATA imperfections have appeared and have in some measure been corrected before now. In the present and in the future other weaknesses will appear, and our competency as an organization will have progressed only as far as we are able to cope with our problems and profit by our errors.

The safeguard for the future of the ATA is the loyalty, the devotion, and the respect given by the individual teacher. It is true that within the organization we have an hierarchy of sub-local, local, and Provincial Executive, which would normally suffice to guarantee the future of the Association. On the other hand the effectiveness of these parts of the framework depends without reservation on the contribution of the classroom teacher. We would be hopeful that more and more of our membership are taking increasing interest and responsibility in the affairs of the ATA; that their opinions and suggestions will be available in the consideration of ATA policy.

Much time and energy must be devoted towards the improvement of the economic status of our membership. Time has proven beyond all shadow of doubt, that unless our Association interests itself in our economic position, no one else will. We will take for granted that antagonistic influences will argue, on occasion, that the consuming and all-pervading concern of the ATA is

salaries. There is no reason to expect that having used the argument in the past with some success that they will not continue to drag the trade union issue into discussions in the future. We would be prepared to admit that we are and will continue to be actively concerned with our economic status; that we will be prepared to invoke the collective bargaining procedures just as long as we feel that they are the only means of securing adequate basic salaries and adjustments to meet present inflationary trends.

There is, however, one very real difference between a trade union and a teachers' organization. Having agreed that a common interest in our economic well-being will continue to bind us together, we should recognize another factor, of even greater importance, reinforcing our organization. When all is said and done, we are all teachers, interested in doing everything in our power to improve the services which we can give to children, the parents, and the public. We are a teaching body, and our prime responsibility is the teaching of the youth. To that extent we have service as an ultimate objective. With such strong inner forces striving for cohesion, the ATA will in the long run overcome disruptive forces from within and without, which from time to time combine to abort our function. The only real and pressing danger we must always face is the possible confusion as to what is our primary function as a professional organization.

It would appear that, as professional people, we must be vitally concerned with all matters affecting directly or indirectly, teaching efficiency. For that reason the ATA must continue to be actively interested in salaries, pensions, school finance, taxation, teacher tenure, and training, certification, educational administration, curriculum, legislation. Certainly, nothing bearing on these

or related subjects stands properly beyond the scope of our concern. It is equally certain that we should remember that we are primarily concerned with giving service to the public generally.

Somewhere between the extreme position of regarding our Association as an organization which exists to provide benefits to the membership, and the other position which would regard the Association as a group to pursue matters of educational research and inservice training, lies the position we should occupy. Whether we have resolved our position to everyone's satisfaction is a matter of lively dispute. In my opinion, we have failed rather dismally, to date, in the effort to bring before the public the services that we are giving, and could give in very generous measure to the children of today and tomorrow. Part of the responsibility for the adverse publicity we receive from time to time is properly ours, and another part obviously belongs to the press who decides what is news and what isn't. Certainly, there are many groups of teachers throughout the province who are spending many hours on purely professional matters; who are striving to improve the services they are providing in the classrooms of today. Yet the activity which bears the promise of service and benefit to the children is the subject of little or no comment through the press of the province. Probably, we should review carefully what we should seek as good publicity; probably we should emphasize on every occasion those aspects of teachers and teaching which show so plainly the spirit of service that characterizes our profession.

Nothing, but lasting harm can be done for the profession and our organization if we were to adopt the policy that the ATA is the spearhead of attack on established dynasties whether they be political, social, or



economic. It is everlastingly true that the Association must speak without fear or favour when an issue is clearly defined and demands an uncompromising stand. On the other hand there is no reason to believe that the ATA must through the years take upon itself the responsibility to speak for the public or for education in general.

The Alberta Teachers' Association should strive unreservedly for the ultimate integration and coordination of all forces abroad in the community of our province, which labour in their own fashion for the advancement of education. We have made some tentative steps in that direction through our representation on a joint conference committee with Department of Education officials, and representatives of the Alberta School Trustees' Association. However, we must move much further in that direction if we are to make any real effort in promoting the final objective. The Alberta Educational Council could be and should be a real and vital force in the educational scene of this province. If it is something less than this, we as a participating organization, should take steps to ascertain what might be done to increase its effectiveness. We must individually and collectively support and actively assist the Federation of Home and School Associations in the efforts it is making to bring the home and the school closer together. At the Departmental and Government levels we should stand ready and prepared to give counsel, offer suggestions, and co-operate within the bounds of reason on all matters of common concern.

Providing that the Association does adopt a program of the type outlined there must be considerable revision in the time spent on other activities within our organization. It would undoubtedly mean a considerable extension of committee work and the establishment of many local groups

throughout the province whose purpose it would be to study and report on the problems of strictly educational nature which surround us.

With the exception of the Grade X Survey conducted by the ATA under the direction of Dr. Sansom, little has been done by us or any other group in the name of research within this province. We have unnumbered problems of reading, language, mathematics, and the sciences which invite study and evaluation. It is perhaps time that a full-scale research was attempted bearing on the whole educational system of our province. Perhaps it would lay to rest for a period much of the subjective opinion being bandied about the press of the province with respect to the educational attainment of our school graduates. It might too, offer some objective evidence as to what our school buildings should be like, having in mind the demands of the curriculum and the location of our school population. Too frequently in the past, techniques and philosophies have been condemned or rejected, purely on the grounds of subjective opinion. Should leadership in matters of such moment as educational research come from lay groups or from our own professional organization?

There is little doubt that the Association must revise its budget for the future to the extent of providing financing, in part or in whole, the costs of implementing studies by the membership of problems such as curriculum studies, organizational problems, and other matters requiring professional research. We should be prepared to provide answers to many of the questions which the public may put to us. Questions which cannot be answered in either the affirmative or the negative, usually require that a considerable body of statistics be prepared and a suitable analysis of their implications be made. At this time, we have little

or no provision for studies of this nature within our Association.

The incoming Executive and Executives yet to be elected have a serious problem to resolve. In my opinion structural defects have already appeared within the organization to the extent that the bulk of the membership appears to be content to let the Provincial Executive assume the total burden of fact-finding and decision. The councillor system of which so much was expected has very great limitations. There is a very great gap between the discussions of local associations and the information available for Executive meetings. At present the most successful means of combatting this difficulty appears to be the District Council operative in some geographic areas of the province. At the moment, however, it is not clear that even this attempt is the answer to our problem.

I have already reported to the Executive that the volume of business and the needs for representation on department and other committees, have brought us to the point that some very serious thought must be given to the matter of setting up something akin to departments within our own organization. Our present organization places altogether too much actual responsibility on too few people. There must be a delegation and division of activity within the Executive and Head Office. It seems to me that we are attempting to handle triple the business with methods that were inadequate for the third part of that business.

By standards of comparison with other provincial organizations our office staff is quite adequate. It may be that we attempt some services which do not justify the time spent. In that connection a thorough review of what is handled by our office must be undertaken at the earliest moment.

Our assistant secretary is gaining experience with the business of the

Association, but until now has been concerned mainly with the office work of the Association. Normally his duties would parallel and complement those of the general secretary. The incoming Executive will have the responsibility of adjusting the areas of responsibility for both.

In the past year I have attended the Canadian Teachers' Federation Annual Conference in Saskatoon, the Canadian Education Association Conference held in Victoria, B.C., and the Western Conference of Teachers' Associations held in Winnipeg. Such conferences continue to be of value to the ATA since they keep us abreast of the latest trends in teacher organizations, and in the administrative groups. Federal aid continues to occupy first place in the attention of the CTF and there is some reason to believe that our national body has done a good job in making this an issue before the Federal House.

No report would be complete without reference to the signal honour falling to the Alberta Teachers' Association in the election of two of its past presidents to the presidency of two national bodies. The membership joins with me in wishing E. T. Wiggins, president of the Canadian Teachers' Federation, and M. E. LaZerte, president of the Canadian Education Association, the very best success in their high office.

At the same time as we rejoice in the honour bestowed on two of our past presidents, we lament the passing of a third, Clarence Sansom. More fitting tribute has been paid his memory than I can set down here. However, it is only right and proper that we should soberly reflect at this time, the contributions Clarence Sansom made to education and the Alberta Teachers' Association over his lifetime.

Respectfully submitted,  
F. J. C. SEYMOUR,  
President.

# Annual Report of the General Secretary

Edmonton, Alberta,  
March, 1951.

To: Councillors and Members  
of the Executive  
Annual General Meeting  
Alberta Teachers' Association.

As general secretary, I respectfully submit the following report to the thirty-fourth Annual General Meeting of the Alberta Teachers' Association.

## 1. Membership

The number of teachers registered as members of the Association on March 1, 1950 and on March 1, 1951 follows:

	1950	1951
Life Members	198	197
(+ new list)		19
Faculty of Education		
Edmonton	542	411
Calgary	207	210
Optional Members		
Faculty of		
Education	20	15
Correspondence		
Branch	51	44
Employed by		
School Boards	6088	6447
	7106	7343

During the past year there has been an increase of 359 in the number of teachers employed by school boards, due to (1) more qualified teachers being available, (2) more classrooms, as a result of increased enrollment.

The increase of over 5% in the number of classrooms will affect school grants and also the income of the Association.

## 2. Organization

Two local associations are being organized, West Jasper Place and Vulcan, which will make a total of 70 locals. There are approximately 72 sub-locals of the Association.

## 3. Publications

Ten issues of *The ATA Magazine* were published from September to June inclusive. The total circulation is now 8280.

In June, the editor and Frances Barss of the office staff, attended the Rural Editorial Service annual workshop, which is sponsored by the Kellogg Foundation Fund under the direction of Francis S. Chase of the University of Chicago staff. The 1950 workshop was held in Banff and drew a record attendance of editors from 48 states and provinces. Herbert E. Smith, dean of the Faculty of Education, was one of the consultants at the workshop. The delegates at the workshop were guests of the Government of Alberta at a dinner at Lake Louise, at which the Hon. Ivan Casey, minister of education, was the speaker.

The editors and staff wish to record their appreciation to RES and the Kellogg Foundation Committee for the assistance and advice in regard to *The ATA Magazine*.

Seven newsletters have been sent to councillors and secretaries of the locals and sub-locals, since the last Annual General Meeting.

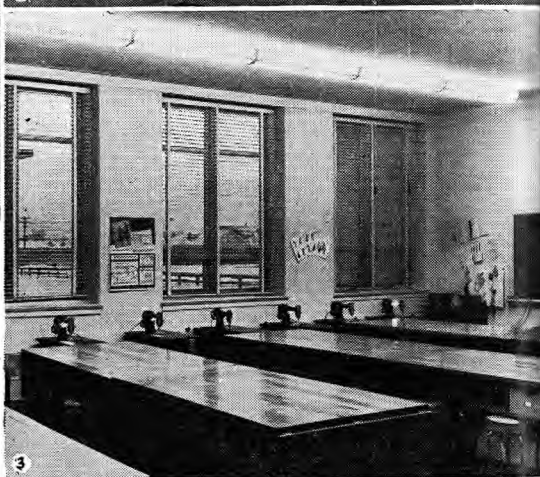
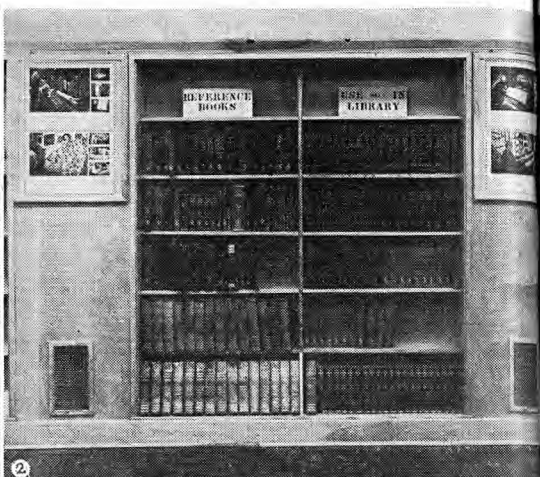
The printing of the ATA Handbook has again been postponed because of the general revisions of *The School Act*.

## 4. Research

The results of the Grade X Survey Test Program have been published. It should be noted that, over the five-year period 1945 to 1950, no significant changes in fundamental skills were found.

The major need in research in this province is to have a survey made of education in Alberta, including elementary and secondary schools, the university, technical education,

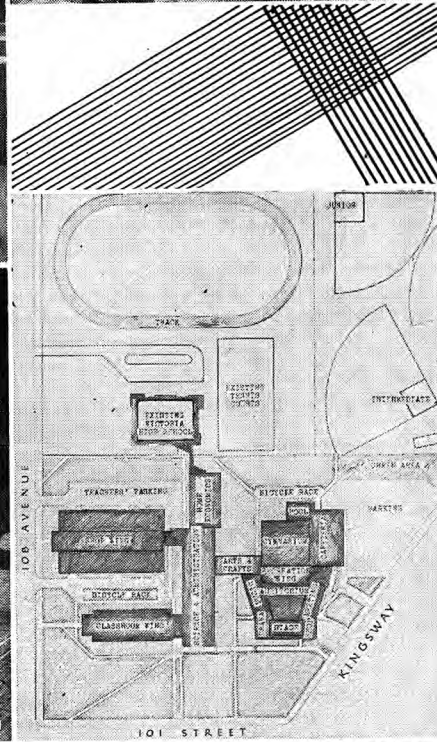
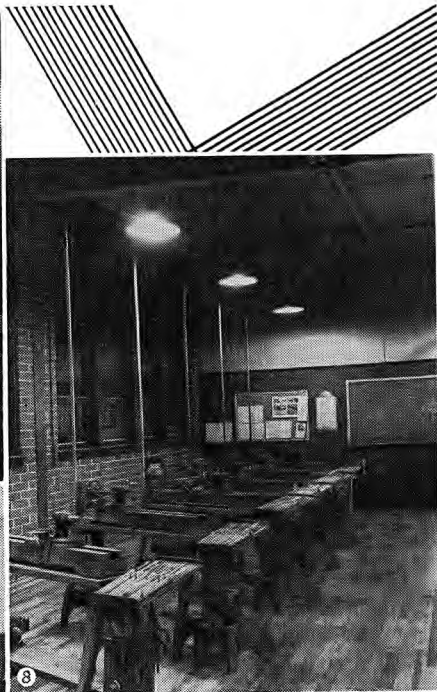
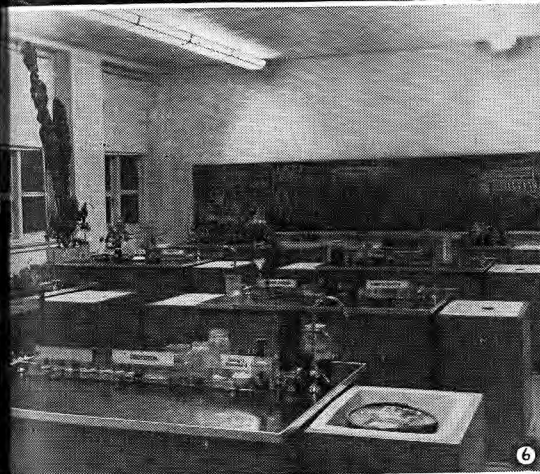
(Continued on Page 34)



1. Home economics department consists of two home-making laboratories, each with "unit kitchens," a dining centre, and a laundry room; two fabric laboratories; a small living room; and a home-nursing classroom; 2. One of the shelves of books in the spacious library; 3. Sewing room for home economics; 4. This modern tiled swimming pool is the only one of its kind in Canada and one of the finest in the world. The "L" shape is designed for safety with the short part of the "L" for diving only; 5. The auditorium proper seats 750 in the latest type theatre seats, with three different stage arrangements possible; 6. Each of the three suites of science labs consists of a large lab, a stepped-floor lecture room, and a storeroom in between; 7. The 50' by 84' gym is equipped with a motor driven folding door to divide the court area into two practice courts. Permanent bleachers give spectators uninterrupted vision of the entire court and mercury lamps are provided for non-glare lighting during games; 8. The shop wing is in two floors with the woodworking, electrical, motor mechanics, sheet metal, hot metal, and special projects shops on the first floor, and drafting, blue-printing, visual education, and several storage rooms on the second floor.







Photos by RANSON—EDMONTON

(Continued from Page 31)

adult education, teacher training, curriculum making, etc. No evaluation of our educational system has ever been made, and it is long overdue. Every year, more and more money is being spent on education and yet no one can say, with a reasonable degree of authority that we are spending too much or too little, or that our money is being spent to the best advantage.

#### 5. Library

From February, 1950, to February, 1951, 765 books were loaned to our members. Please note the library report in this Handbook.

#### 6. Scholarships

The John Walker Barnett Scholarship for 1950 was awarded to Valley Esther De Paoli of Calgary.

Last fall, the Alberta Teachers' Association was asked to assume responsibility for the gold medal award in education. The Executive Council was pleased to grant the request, at the same time honoring the memory of Clarence Sansom, past president and honorary member of the Alberta Teachers' Association.

The description reads:

*"The Clarence Sansom Memorial Gold Medal in Education* is offered annually by the Alberta Teachers' Association to the student who has shown the highest general proficiency in the final year of the Bachelor of Education program."

#### 7. Conventions

Seventeen conventions were held between September 25 and November 10, 1950, and two, Calgary City and Edmonton City, the first week of February, 1951. Our guest speakers were W. A. Yauch, Ohio; Milton E. LaZerte, Alberta; Bernal E. Walker, Alberta; John A. Irving, Ontario; F. G. Buchanan, Alberta; W. Virgil

Smith, Washington; George E. Selke, Montana; W. E. Blatz, Ontario.

The Department of Education and the Faculty of Education were represented at all conventions.

The trend in conventions is towards more teacher participation through workshop techniques, panel discussions, and sectional meetings. At most conventions, ample time is allowed for ATA business, but at the larger conventions the secretary seldom has enough time to see all of the committees and teachers who wish to consult him.

The proposed timetable for 1951 will be presented to the Annual General Meeting for approval. It is on pages 62 and 63 of this Handbook.

#### 8. General Meetings and Workshop

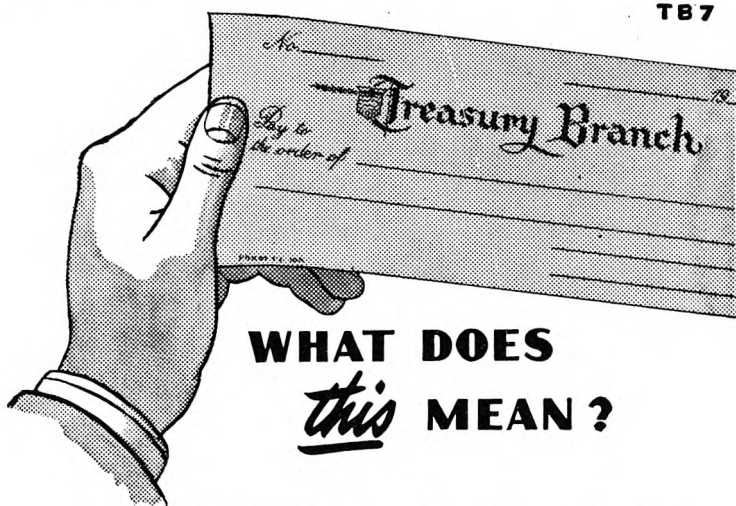
No emergent general meeting was held this year.

The second ATA Workshop was held in Banff, at the School of Fine Arts, August 21 to 26 inclusive. Fifty-two teachers enrolled in the regular sessions and 15 in the writers' course. The consultants were: C. R. Strother, group dynamics, T. A. Shandro, publicity and public relations, Gordon Wilkinson, collective bargaining, Lars Olson, local ATA administration, and Howard M. Brier, education writing. The following also took part: Basil Dean, associate editor of *The Calgary Herald*, E. H. McGuire, commercial manager, CFCN, Calgary, C. A. Clark, editor, *High River Times*, K. A. Pugh, chairman of the Board of Industrial Relations, G. L. Wilson, superintendent of schools, Calgary School Division, J. L. Wyatt, member of the Board of Medicine Hat School District.

It is interesting to note that, after sending representatives to our Workshop in 1949, the other three western provinces held similar workshops in 1950.

The third workshop is scheduled to be held at the chalets of the Banff





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#### 9. Executive and Committee Meetings

The Executive Council held meetings on the following dates since 1950 Annual General Meeting: April 13, 1950, May 6, 1950, July 3 and 4, 1950, September 15 and 16, 1950, December 8 and 9, 1950, March 9 and 10, 1951, March 24, 1951.

The ATA Education Coordinating Committee met on February 3, 1951.

The Provincial Salary Schedule Committee did not meet this year.

Resolutions Committee met on February 10, 1951.

Library Committee did not meet this year.

Discipline Committee met on March 17, 1951.

The Conference Committee of the Department of Education, the Alberta School Trustees' Association, and the Alberta Teachers' Association met on December 14, 1950, and January 8, 1951.

#### 10. Resolutions of Annual General Meeting, 1950

The disposition of the resolutions passed at the 1950 Annual General Meeting has been reported through *The ATA Magazine* and through newsletters.

On December 15, F. J. C. Seymour, president of the Alberta Teachers' Association, and the general secretary met with the Executive Council of the Government, and with the senior officials of the Department of Education, to present the resolutions of the 1950 Annual General Meeting.

If the conference committee (Department of Education, Alberta School Trustees' Association, and Alberta Teachers' Association) should be set up on a permanent basis, our procedure in regard to resolutions, policies, requests, etc., should be reviewed. Probably, most of our resolutions should be sent to the conference committee, a few to department, and a few to cabinet.

#### 11. Electoral Ballots

None.

#### 12. Discipline Cases

Two teachers have been called before the Discipline Committee on charges of professional misconduct.

#### 13. Canadian Teachers' Federation

The annual conference was held in Saskatoon, August 14 to 17, 1950. Our delegates were F. J. C. Seymour, president of the Alberta Teachers' Association, Marian Gimby, vice-president, and Eric C. Ansley, general secretary. Edgar T. Wiggins, immediate past president of the Alberta Teachers' Association, was elected president of the Canadian Teachers' Federation for 1951-52, and Mr. Seymour represents Alberta on the board of directors.

The conference dealt with international, national, and provincial matters and reports from officers and committees.

#### 14. Western Conference, Winnipeg, November 22-24, 1950

The fourth meeting of presidents and secretaries of teachers' associations in the four western provinces was held in Winnipeg. F. J. C. Seymour, president of the Association, and the general secretary represented Alberta. E. T. Wiggins represented the Canadian Teachers' Federation. This meeting continues to be most valuable through the free interchange of opinion and the pooling of information about salaries, tenure, legislation, pensions, teacher supply, teacher training, teacher certification, grants, collective bargaining, publicity and public relations, etc.

The salary schedule on page 61 was recommended by the conference, and later approved by the Executive Council of the Alberta Teachers' Association.

#### 15. Legislation

Last year *The County Act* was



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passed providing for appointed school committees of the municipal council, instead of elected school boards. The Alberta Teachers' Association has asked the government to amend *The County Act* so as to provide for elected school boards with fiscal independence.

Last fall the secretary was informed that *The School Act* was to be rewritten with minor amendments, not affecting principle. At our request, a meeting of departmental officials, trustees, and teachers was called to deal with *The School Act* draft. The time between the receipt of the draft sections and the meeting was not sufficient to enable your representatives to go over this draft as carefully as they should have. The conference committee spent one day on the draft and what was not dealt with at that time was left over for a small committee.

It is about 20 years since *The School Act* was revised *in toto* and it is to be regretted that more time could not have been given to this important undertaking.

#### 16. Tenure

No changes have been made in existing regulations. If a teacher receives a notice of transfer his only recourse is to appeal to the school board, the same board that ordered the transfer in the first case.

This year no cases of dismissal were referred to the Board of Reference. Several cases were placed in the hands of the Alberta Teachers' Association and all were settled in consultation with the school boards concerned, with the assistance of the general secretary of the Alberta School Trustees' Association, A. George Andrews.

#### 17. Pensions

An actuarial survey of the Fund is being made this year, upon receipt of which the Association should make a decision with respect to proposed

changes in benefits. The reciprocal agreement, between the teachers and the Department of Education, in regard to transfers, has not yet been completed. In March, 1951, there were 166 teachers who have been granted pension under the old scheme and 104 under the new. One hundred and sixty-four teachers were in receipt of supplementary pensions as at March 1, 1951, which ranged from \$15 to \$41, and which amounted to \$4,345.56 per month.

#### 18. Salaries and Collective Agreements

Salaries are slightly higher this year but teachers are actually worse off, financially, than a year ago. The factors affecting salaries are grants, cost of living, supply of teachers, bursaries, low standards for entrance into the Faculty of Education, and the attitude of the public.

A report released by the Canadian Education Association last month stated that Alberta had the highest average salary in Canada for rural schools, \$2,187.85; British Columbia was second with \$1,900. This is difficult to understand because the average maximum salary in rural schools in British Columbia for teachers with one year of training is \$3,000, while in Alberta it is under \$2,500. It may be that teachers in rural schools in Alberta have more experience than those in British Columbia. Maximum salaries for teachers with one degree, in Toronto, are now \$5,300, which is over \$1,000 more than in any Alberta city.

The Executive Council has acted as bargaining agent for the teachers in the following districts and divisions: Barrhead, EID, Lac La Biche, Lacombe, Lac Ste. Anne, Olds, Ponoka, Rocky Mountain, St. Mary's River, Smoky Lake, Stony Plain, Strawberry, Taber, Thorhild, Vermilion, Wainwright, Westlock, and Wetaskiwin School Divisions; Bellevue-Hillcrest, Brooks, Drumheller, Edmonton, Grande Prairie, Hardisty,



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The following disputes were settled with the assistance of the Department of Industries and Labour, under the regulations of *The Alberta Labour Act*, Lacombe, Olds, Ponoka, Rocky Mountain, St. Mary's River, Strawberry, Westlock, and Wetaskiwin.

The following disputes were referred to arbitration boards: Bellevue-Hillcrest, Lac Ste. Anne, Smoky Lake, Stony Plain.

The general secretary wishes to thank the teachers who represented the Alberta Teachers' Association in these disputes: A. Allen, E. G. Callbeck, M. J. Downey, Frank Edwards, Marian Gimby, N. A. McNair Knowles, George Kolotyluk, Lars Olson, A. J. H. Powell, H. J. McKim Ross, Ray Shaul, and N. A. Wait, and W. E. Kostash.

At the Banff Workshop next August it might be advisable to draw up a detailed collective agreement which could be used as a guide by local committees in salary negotiations.

The Alberta Teachers' Association has not yet been certified as bargaining agent for all units of teacher employees within the province. It is suggested that each local check with Head Office and if certification has not been made, that the matter be attended to without delay.

#### 19. Supply of Teachers

According to a statement made by the minister of education last September, the shortage of qualified teachers in Alberta was then just over one hundred. The minister also predicted that the shortage could be expected to disappear entirely within a short time.

#### 20. Teacher Training and Certification

At the time of preparing this report, the report of the Articulation Committee of the Senate has not been received. It is

expected that the regulations for admission to the university will be made equivalent for all faculties, which would help to raise the status of teaching as a profession. At the present time, the entrance requirements for the bachelor of education program in the Faculty of Education are lower than for other faculties. Entrance requirements for the one-year program are lower than for the bachelor of education program and there are special cases.

Lowering the entrance standards hasn't produced many more teachers and it has hurt the profession. It is doubtful if teaching can achieve a professional status until entrance qualifications are the same for teaching as for other professions.

The matter of granting a teaching certificate to an unqualified person became a major issue when the Calgary City School Board, through its superintendent, F. G. Buchanan, asked for a relaxation of the regulations in order that Cyril S. Mossop be granted a license to act as supervisor of music in the Calgary Schools. The Board of Teacher Education and Certification recommended that a Standard S certificate be granted, on condition that Mr. Mossop complete his grade XII standing and six courses of the prescribed twelve courses in the Standard S program. This matter is covered in detail in a report made to the Calgary Local.

There are three main points, from a professional point of view, of this request of the Calgary Board.

First, a license to teach was given to a person without entrance requirements to the Faculty of Education; second, his work will be not only to teach music to pupils but to teach teachers how to teach music; third, he is to be granted a Standard S certificate upon completion of six out of the twelve courses required by all other candidates.

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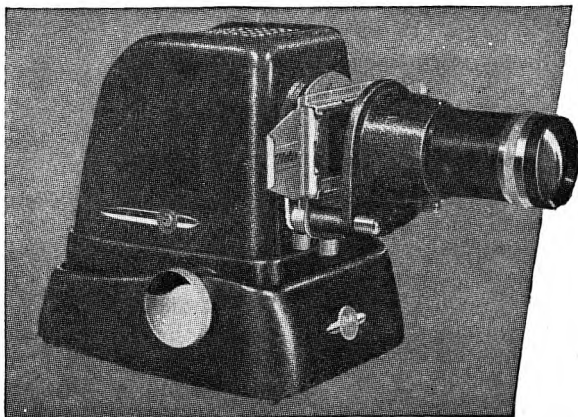
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essional qualifications, are granted special licenses to teach special subjects under exceptional circumstances. But, so far as I know, in no other province in Canada would the Department of Education grant a regular teaching certificate to a person who did not have all the academic and professional qualifications required for that certificate.

## 21. Professional Development

There have been indications of some professional development. Teachers are asking for a greater share in curriculum making. We have asked that in the Faculty of Education all students be required to take courses in ethics and professionalism similar to those given in other professional faculties. It would help in our professional growth and development if all members of the Faculty of Education staff were members of their professional organization, the Alberta Teachers' Association. Locals are giving more attention to welcoming new members, and to a study of our Code of Ethics, ATA policies, and our achievements and our objectives.

## 22. Public Relations and Publicity

The Alberta Teachers' Association has a contract with the Schofield and Wood Agency re promotional advertising in daily and weekly newspapers in Alberta. T. A. Shandro has been engaged to handle our news releases. The Western Conference considered promotional advertising in weekly papers and magazines of Western Canada. All four Western provinces are planning to use promotional advertising to help get the stories of our schools to the public. So far, nothing has been done in radio on the provincial level.

Some locals have organized campaigns for their areas, using newspapers, radio stations, and speakers.

However, it should always be remembered that the teacher is the

best public relations officer of all. What the pupils say about the teacher in their home counts more than any other single factor and what the pupil thinks about his teacher determines, to a large extent, what he thinks about the profession when he grows up.

Education Week this year was handled by the Alberta Educational Council through two sub-committees headed by Dean H. E. Smith in Edmonton and Superintendent F. G. Buchanan in Calgary.

The Alberta Teachers' Association is a member of the Canadian Teachers' Federation. Our Association is affiliated with the Rural Editorial Service, which is an organization of editors of educational magazines in United States and Canada. We have sent representatives to the Western Conference, a meeting of the secretaries of teachers' associations in Canada, the annual conference of the Canadian Education Association, the annual meeting of secretaries of school districts and divisions, at which our president took part in a panel discussion of *The County Act*, meetings of the Alberta School Trustees' Association, the Home and School, the World Order of the Teaching Profession, and the Alberta Educational Council.

## 23. Personal

Milton Ezra LaZerte, past president of the Alberta Teachers' Association, past president of the Canadian Teachers' Federation, president of the Canadian Education Association, pioneer in education in Alberta, first principal of the College of Education, first dean of the Faculty of Education, was admitted to Honorary Membership of the Alberta Teachers' Association by resolution of the Executive; which membership will be conferred by the president at the 1951 Annual General Meeting.

Olive M. Fisher, of the Faculty of Education staff, was awarded the

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honorary degree of doctor of laws at the Fall Convocation, at the University of Alberta.

The following members of our Association joined the staffs of the Department of Education or the Faculty of Education this year: C. G. Merkley, associate superintendent of schools; H. A. Pike, superintendent at large; Jean Dey, Faculty of Education, Edmonton.

As mentioned previously, Edgar T. Wiggins, immediate past president of the Alberta Teachers' Association, was elected president of the Canadian Teachers' Federation..

The names of the teachers who have been granted life membership in the Association, including G. D. Misener, first president of the Alberta Teachers' Association, are listed on page 67 of this Handbook. The names of members who have died this past year are listed on the inside back cover of this Handbook, including Clarence Sansom, past president of the Alberta Teachers' Association.

#### 24. ATA Building

The contract for the new headquarters building was awarded to Poole Construction Company, who planned to start work right after Easter, 1950. There was a delay, however, in obtaining a permit from

the City because of tentative plans for an arterial road through our property. In July, 1950, the City granted us a permit and construction was started at once, and it is planned to have the councillors inspect the new home of the Alberta Teachers' Association during the Annual General Meeting.

#### 25. General

Our main problems are related to salaries, grants, collective agreements, pensions, tenure, teacher participation in curriculum making, professional growth, the establishment of the practice of consultation, teacher selection and training, public relations and publicity, teacher load, and school administration.

I wish to thank our president, F. J. C. Seymour of Calgary, William E. Kostash, assistant general secretary, and other members of the Executive, the members of the ATA and TRF staffs, the councillors, the teachers, and the laymen who have worked for better schools and for the Alberta Teachers' Association during the year 1950-51.

All of which is respectfully submitted,

ERIC C. ANSLEY,  
General Secretary-Treasurer,  
Alberta Teachers' Association.

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## Everybody's Business

(Continued from Page 17)

featured the film "The School Marches On." The school division published and distributed a map and history of the division.

### ● Athabasca

The *Athabasca Echo* published sponsored advertisements, news releases, and an editorial. The teachers' public relations committee arranged for numerous displays to be exhibited in store windows. Besides showing the film, *The Family Circle*, the local theatre ran flashes every night in the week giving educational facts. Also, ministers of the local churches spoke on Education.

### ● Bentley

One of the local teachers was the guest speaker in the local United Church on the first Sunday of the

week, and the choir was composed of the High School Glee Club. At the school's "open house" the visitors were entertained by demonstrations in which both the teachers and students took part.

### ● Grande Prairie

All the ministers chose "education" as the text of their sermons for the first Sunday. The *Grande Prairie Herald-Tribune* published an editorial and printed sponsored advertisements. Every night of the week Station CFGP broadcast five-minute addresses by prominent people of the town. The stores displayed posters prepared by the teachers' local. Wednesday was visiting day at the school and the public was entertained by two one-act plays and musical numbers.

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## The Merest Smattering of French

(Continued from Page 23)

teaching of French in Alberta:

1. In the many schools where French cannot at present be taught with any degree of effectiveness that time be reduced to a minimum, or Latin be offered in its place.

2. That more flexibility be allowed in city high schools, and other centres, where local administrators and staff are willing and capable of building their own program of study in French (and other courses) to meet the special needs of their community. This resolution was strongly supported by five hundred teachers at the recent Calgary convention. Limiting to "the merest smattering of French," to quote *The Calgary*

*Herald's* editorial, all Alberta youth, just because so far no way has been found to teach French effectively in all our secondary schools, simply means that Alberta is permitting no high school to make a good job of teaching French. It is an alarming current trend in our midst that this general levelling process throughout the province, leading to the drab mediocrity already too common in our schools of today, should pass for democratic procedure.

3. That encouragement to master the language be given to young teachers by fellowships, and exchange bursaries to France and Quebec.

---

## Education in Ethiopia

(Continued from Page 13)

enough to hire large numbers of foreign staff—hence progress must needs be slow from year to year, but

sound and steady progress will be made, I am sure, so long as His Imperial Majesty is Emperor of that romantic land.

# Mathematics Teaching on the March

(Continued from Page 19)

it contains interesting applications of algebra or cartoons on mathematics will promote a spirit of research on the part of the individual in order to provide material for the personal collection.

Professional growth also involves the maintenance of good public relations. In conversation with children, parents and people generally, the interested teacher can constantly get a newer and truer light on the motives and values in mathematics teaching as seen from the side of the pupil, whether a pupil of today, or of a generation ago. This is a most wholesome corrective for impractical theorizing. Every mathematics teacher is an efficiency expert along some line or other of teaching endeavour, so it should be the duty of these teachers to make contributions in the form of articles to professional magazines. A mathematics exhibit sponsored by the school will give mathematics the prominence that it deserves in the school program and in the community.

The continued participation in mathematics activities similar to those outlined above will lead to growth in the teaching profession. However, it must be remembered that we get out of these professional activities exactly what we put into them, so the keynote of success is—active participation.

The following brief bibliography is for the benefit of mathematics teachers who may wish to take a definite step towards continued professional growth whether they have taught for four months or for forty years.

## Professional Magazines.

1. "The Mathematics Teacher" (monthly) National Council of Teachers of Mathematics—1201 Sixteenth Street N.W., Washington 6, D.C. (\$3.25 per school year).
2. "School Science and Mathematics" (monthly) Central Association of Science and Mathematics Teachers, Inc., P.O. Box 408, Oak Park, Ill. (\$3.75 per school year).

## Professional Mathematics Societies.

1. National Council of Teachers of Math-

ematics"—1201 Sixteenth Street N.W., Washington 6, D.C.

2. "Canadian Mathematical Congress" — Engineering Bldg., McGill University, Montreal.
3. "Central Association of Science and Mathematics Teachers, Inc." P.O. Box 408, Oak Park, Ill. (Send for the pamphlet entitled, "What About the Central Association of Science & Mathematics Teachers?")

## Institutes & Workshops in Mathematics.

1. The Duke University Mathematics Institute—Durham, North Carolina. (Two weeks every August).
2. Ohio State University Mathematics Workshop—Columbus 10, Ohio. (June 16-July 23).

## Guidance Pamphlets.

1. "Why Study Mathematics?"—Canadian Mathematical Congress, Engineering Bldg., McGill University, Montreal. (50c).
2. "Guidance Pamphlet in Mathematics for High School Students"—National Council of Teachers of Mathematics, 1201 Sixteenth St. N.W., Washington 6, D.C. (25 cents each or 10c each if ordered in lots of ten or more).

## Portraits of Mathematicians.

1. Pictorial Mathematics, c/o Scripta Mathematica, 186th Street and Amsterdam Avenue, New York, N.Y. (35c per portrait).

## Mathematical Equipment and Supplies.

1. Yoder Instrument Co., East Palestine, Ohio.
2. W. M. Welch Scientific Company, Dept. X, 1515 Sedgwick St., Chicago 10, Ill.
3. "Things of Science"—1719 N. Street N.W., Washington 6, D.C. (Geometry Kit No. 102, Straight Line Kit No. 113, Computation Kit No. 123). (Kits available at 50c each).

## Service Bulletins.

1. "Your Mathematics Notebook"—Scott, Foresman and Company, Chicago 11, Ill.
2. "Mathematics News"—Yoder Instruments, East Palestine, Ohio.
3. "High School High Lights"—Scott, Foresman and Company, Chicago 11, Ill.
4. "Audio-Visual News"—General Films Limited, Regina, Sask.

## Humor.

1. "Just for Fun"—(a booklet of jokes pertaining to mathematics)—Mrs. Ida Heard, Box 352, Southwestern Louisiana Institute, Lafayette, La. (\$1.00).

## Charts.

1. "The River Mathematics"—(Historical Chart)—Henry Holt & Co., New York, N.Y. (10c).
2. "The Tree of Knowledge"—Business Manager, Museum of Science and Industry, Jackson Park, Chicago, Ill. (30c).
3. "Navigation Chart"—Air Age Research, 80 East 42nd Street, New York, N.Y. (\$1.00).
4. "How Long is a Rod?"—(History of the Measurement of Length)—Ford Motor Company, 3000 Schaefer Road, Dearborn, Michigan. (Free).
5. "It Makes Solid Sense"—(Seven types of solid figures that may be cut out and put together). Scott, Foresman & Co., Chicago 11, Ill. (Free).

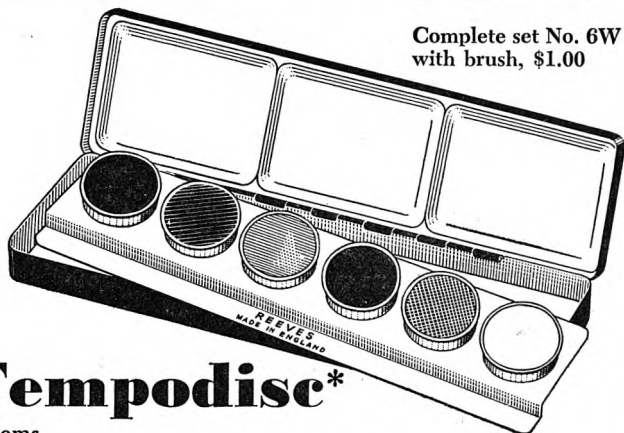
## Useful Books for the Mathematics Teacher.

1. "Mathematics Dictionary"—James & James. D. Van Nostrand Co. Ltd., 228 Bloor St., West, Toronto 5, Ont. (\$8.40).
2. "History of Mathematics"—Cajori. Macmillan Co. of Canada, 70 Bond St., Toronto 2, Ont. (\$4.50).



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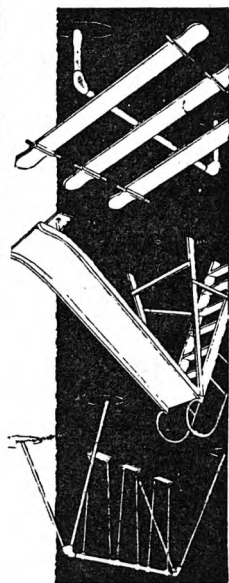
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3. "A Half Century of Teaching Science and Mathematics"—(An anniversary publication, 1950)—Central Association of Science and Mathematics Teachers, Inc., Box 408, Oak Park, Ill. (\$3.00).
4. "Algebra: An Interesting Language"—Newson & Company, 72 Fifth Avenue, New York 11, N.Y. (\$1.00).
5. "Mathematics Visual and Teaching Aids, Teaching Aids Service. New Jersey State Teachers' College, Upper Montclair, New Jersey. (75c).
6. "Multi-Sensory Aids in the Teaching of Mathematics"—Eighteenth Yearbook of The National Council of Teachers of Mathematics, Bureau of Publications, Teachers' College, Columbia University, 525 West 120th Street, New York 27, N.Y. (\$3.00).
7. "Yearbooks of the National Council of Teachers of Mathematics"—Yearbooks like, The Third—"Selected Topics in Teaching Mathematics"; The Sixth—"Mathematics in Modern Life"; The Eighth—"Teaching Mathematics in Secondary Schools"; The Sixteenth—"Arithmetic in General Education." (\$3.00 each).
8. "Mathematical Nuts"—S. I. Jones Co., 1122 Belvidere Drive, Nashville 4, Tennessee. (\$3.50).
9. "Teaching of Secondary Mathematics"—Butler and Wren—McGraw-Hill Book Company, Inc., McGraw-Hill Building, 330 West 42nd Street, New York 18, N.Y. (\$4.50).

#### Tests

1. Vocational Guidance Centre, Ontario College of Education, University of Toronto, 371 Bloor Street West—Toronto 5.
2. World Book Company, Yonker-on-Hudson, New York, N.Y.
3. Bureau of Educational Research and Service, Extension Division, State University of Iowa, Iowa City.
4. Scott, Foresman & Company, 433 East Erie Street, Chicago 11, Illinois.

Note: Write for a catalogue of tests from any of the above firms.

#### Audio-Visual Aids.

1. Society for Visual Education, Inc. 100 East Ohio Street, Chicago 11, Ill.
2. General Films Limited, 1534 Thirteenth Ave., Regina, Sask.
3. Curriculum Films Inc., 10 East 40th Street, New York 16, N.Y. (Colored filmstrips).
4. Audio-Visual Aids Branch, Department

of Education, Edmonton, Alberta.

#### Mathematics Workbooks.

1. Scott, Foresman & Company, Chicago 11, Ill.
2. The MacMillan Company of Canada Limited, St. Martin's House, 70 Bond St., Toronto 2, Ont.

Note: Workbooks are available for all grades and courses.

#### Late in Teaching Aids.

1. IMOUT—(Arithmetic Drill Games)—Box 146, Station "A," St. Petersburg, Florida. (\$2.00).
2. FLASH CARDS ON A WHEEL—(390 basic number combinations)—L. M. Wright Co., 686 East Mariposa Street, Altadena, California.
3. VIS-X VARIABLE QUADRILATERALS—Set of 6 variable figures (chrome plated)—The Vis-X Co., 1049 So. Flower St., Los Angeles 15, California. (\$6.00).
4. PARTS-IMPARTER—(Fractions, Decimals, Percentages)—Box MT3, Exton-Aids, Millbrook, N.Y. (\$2.00).
5. DYNAMIC GEOMETRY—(Instruments to make geometry live)—W. M. Welch Scientific Company, 1515 Sedgwick St., Dept. X, Chicago 10, Ill.
6. MATH-O-FELT—(Figures for teaching plane geometry)—P. E. Huffman, Huntsville, Illinois. (\$20.00).
7. AIKEN ALGEBRA CHARTS WITH CARTOONS—(24 charts for teaching the fundamentals of algebra). A. J. Nystrom & Co., 3333 Elston Ave., Chicago 18, Ill. (\$50.00).

—The End—

**Note:** The author of the article, "Mathematics Teaching on the March," would like to take this method of thanking all teachers who have written to him concerning the article. It has been impossible to write a personal letter to acknowledge the receipt of each and every communication, so please note that all your comments and words of encouragement have been appreciated to the full.

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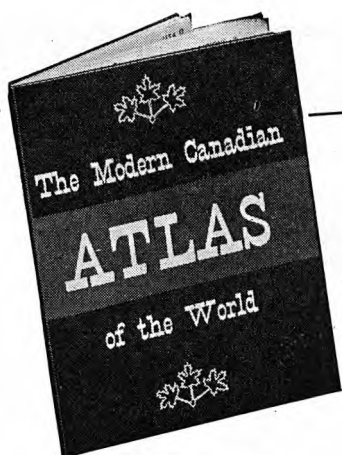
## Adult Education in Alberta

(Continued from Page 11)

course, and a total of 200 students are admitted to each school every year; thus the Alberta farms receive perhaps 300 young men and women annually. The writer happened to drop in at the livestock show at the Edmonton Exhibition last year. In a class of ten shorthorn cattle parading before the judge, seven were exhibited by agricultural graduates, a significant fact indeed.

### Department of Extension

The Extension Department of the University of Alberta has, of course, taken a leading part for many years in many forms of Adult Education. The Extension Library, as well as having its open shelf system of distribution, performs a greatly appreciated service to outlying points with its Travelling Library circulation. A nurse at Aklavik or a Forest Ranger in some remote outpost in the Rockies has access to the literature of the ages. Half a million, coming equally from city and country, now view films from the Visual Instruction Division; and these films portray a happy mixture of educational, scenic, and entertaining themes. Film utilization workshops are held at such places as Red Deer, McLennan, Peace River, Grande Prairie, and Dawson Creek, where branch libraries of the Film Exchange are located. Last year some 70 odd short courses were organized by the Department. These cover a complex variety of people's needs and desires. Seventy young paint salesmen or hardware store operators gather to learn about their product; 200 women and men, quite a few of the latter, come to hear about the principles of interior decoration. Groups come together to learn about oil well drilling techniques, art appreciation, business methods, and choral leadership. The study of various art techniques,



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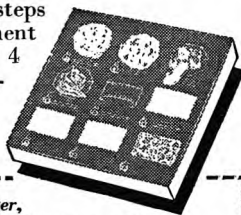


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leisure time activities, vocational training all have their claim on University facilities.

Reaching into the country are some 15 art courses at various centres. Community life short courses, extension lectures, the provision of travelling exhibits, the supplying of plays and study course material, distribution of agricultural bulletins all provide mediums of contacting and assisting the rural dwellers in enlarging their horizons.

#### Banff School of Fine Arts

Probably the University's greatest contribution to both Adult Education and Art in general, is the Banff School of Fine Arts. From humble beginnings, and due to the vision and tenacity of the director, Donald Cameron, this school of fine arts is now a college in its own right, with residences to house over 375 students. From all Canadian provinces and many states south of the line, from the city and country, people are annually converging on Banff to spend a while cultivating their painting techniques, their dramatic talents, conversational French or perhaps their singing and musical abilities. Others find joy in weaving bright tartans, tooling some artistic leather cover, or turning out a gracious vase. It is satisfying to see quite a number of older persons taking part in these courses — maybe mothers whose families have grown up so that they now have a chance to turn to a long neglected talent or again someone who wishes to find active use of retirement leisure.

#### Cultural Activities Branch

Economic considerations require that a large part of adult education be directed towards the acquisition of material things. However, any nation, or even any community, has a conscious or unconscious urge towards the enrichment of its cultural life. To encourage and help coordinate this,

we have the Cultural Activities Branch of the Department of Economic Affairs. Under the terms of *The Cultural Development Act (1946)* the function of this branch is to encourage and assist in the development of different aspects of cultural life in the province particularly library facilities, music, art, drama, handicrafts, and physical recreation. This branch supplies a real requirement. It keeps in touch with a great variety of organizations and sources of help in promoting worthwhile cultural activities: in fact one would wish to see its type of co-ordination extended so that the more materialistic forms of Adult Education could benefit.

Alberta has a varied diet to offer in the way of Adult Education. The pioneers have shown vision. Much remains to be done, and that is the challenge to us all.

## DEATHS

The secretary of the Teachers' Retirement Fund regrets to report the death of the following teachers:

Hilda M. Bland, February 10, 1951,  
16 years' service.

Robert M. Cupples, February 10,  
1951, 35 years' service.

Marjorie E. Dixon, November 27,  
1950, 18 years' service.

Helen M. Garner, December 15, 1950,  
14 years' service.

Catherine M. Mackay, February 10,  
1951, 30 years' service.

D. A. Matheson, February 7, 1951,  
24 years' service.

Bessie W. Maveety, September 18,  
1950, 27 years' service.

Margaret Pierson, November 13,  
1950, 1½ years' service.

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# Official Bulletin, Department of Education

## Recording Fees

The Department is pleased to announce that as of April 1, 1951, the fee of \$1.00 will no longer be required of students in connection with the recording of recommended credits of Grades X and XI. In addition to relieving the students of the expense involved, the burden of collection and transmission has been removed from school principals and staffs. Examinations Branch instruction

sheets should be carefully read for explicit instructions relating to fees.

## Booklet on Utilization of Audio-Visual Aids

The Audio-Visual Aids Branch has a limited number of an excellent 23-page booklet entitled UTILIZATION, issued by the Division of Visual Education, British Columbia. Copies may be obtained free of charge by writing to the Audio-Visual Aids Branch, Department of Education, Edmonton.

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## *Our Library*

This month the Library acquired the following six books. The first five listed were published by *The Ryerson Press* and the last by *The Book Society of Canada*.

### **Working With English—**

A companion text to *Grammar Is Important* by Rennie and Anderson. It offers a two-year course in composition and grammar for Grades IX and X. The organization of content permits maximum pupil activity. Each lesson contains three exercises, the first two of which are oral and the third, written. The oral exercises offer full scope for development of correct speech habits; the written exercise is the direct application of the lesson itself through the oral discussion.

### **Which Way Peace—**

W. C. Good. This pamphlet has been written in the hope of clarifying the thought of those who are bewildered as to how such a dangerous state of affairs which now exists in the field of international relations could come to pass; suggests certain specific things to do which lend some hope of ameliorating present conditions, and concludes with a statement of what the author believes to be fundamental social philosophy.

### **Making Committees Effective—**

Edward S. Sheffield. The procedures outlined in the booklet have been arrived at by study of much that has been written about committees,

or which can be related to the work of committees, by consulting many people who have learned how to make committees effective, and by trying the ideas out in committees and observing the results. It is excellent for high schools or teachers' groups.

### **Everyman's United Nations—**

UN publication. A compact, ready-reference guide to the structure, functions and work of the UN and its related agencies, which summarizes the history of all of the most difficult problems which have come to the council tables of the UN since 1946; surveys the economic, social humanitarian, and cultural matters which have come within the purview of the organization from its inception to the end of 1949.

### **Children and Their Pictures—**

G. D. Gaitskell. A 16-page booklet which tells what a teacher should know about picture-making for young children; how to encourage it, and what is required in the way of minimum equipment and technique; and the role which a teacher might play to bring about desirable activities on the part of the children.

### **The Winslow Boy—**

A Play in Two Acts by Terence Rattigan. This Canadian School Edition contains useful notes and questions. The play has been successfully filmed and shown everywhere in Canada.

## Spirit River Pays Tribute To Margaret Henderson

Spirit River School Division honored Margaret Henderson on March 7, for her many years of teaching service, by naming the new wing of the Spirit River School after her. (Story on page 61.)

## W. C. Richards Honored in Community Service

W. Clarence Richards, Edmonton public school teacher, recently received the citizenship award of the Chamber of Commerce for outstanding voluntary service to the community.

Barry Wildman, chairman of the citizenship award committee, presented a scroll to Mr. Richards.

The scroll commends Mr. Richards for his community service, for his leadership in organizing such com-

munity efforts as the Kinsmen Club, the recreation commission and the pops concerts, and for his responsibility as director of many organizations whose efforts benefit the community.

Among the achievements Mr. Wildman ascribed to Mr. Richards was the founding of the Edmonton Kinsmen Club, of which he was first president. He was one of the founders and the first chairman of the Edmonton Recreation Commission and played a part in organizing pops concerts in the city; he organized the Westglen Community League; and he has helped in developing Edmonton's winter carnivals and in promoting junior rugby.

Mr. Richards expressed his sincere appreciation of the award and stated that the preservation of the Canadian way of life depends on the sacrifices that are made to retain it.



W. Clarence Richards is shown, left, receiving the Edmonton Junior Chamber of Commerce citizenship award from Barry Wildman, chairman of the citizenship award committee. The award is for time and effort in community service and welfare work.

# News from Our Locals

## Cost of Living Discussed at Andrew Meeting

John W. Huculak, local councillor to the negotiating committee, discussed cost of living problems with the district teachers at the March ninth meeting of the sublocal.

Accent on publicity was shown when country teachers were encouraged to publicize more frequently news of their activities. Leo Kerschinsky led a discussion on the track meet, and George Topolnitsky showed educational films.

## Articles for Local Paper Prepared by Barrhead Local

At the January meeting of the local, the educational awards committee announced that four cups for the Grade IX "H" students of 1950 had been purchased, and that these had gone forward to the students' home districts for presentation. Progress was reported in shaping this year's testing program. The publicity committee outlined a series of articles which are under preparation for publication in the local paper, in which the value of the present aims in education to the pupils will be discussed.

At the February meeting, a report on the progress made in the 1950-51 negotiations was given by the salary negotiating committee. This was followed by a statement of the committee's opening negotiations in regard to the 1951-52 schedule.

*The County Act* was discussed briefly and then tabled for further study. The monthly newsletter came up for discussion, and preparations were made to continue this service.

## Group Insurance Topic of Meeting at Chauvin

At the February twenty-sixth meeting, a brief résumé was given by

President Fabian on a recent executive meeting.

Considerable time was devoted at the meeting to discussions of group insurance, salary negotiations, and plans for parents to visit the schools during Education Week.

## Clover Bar Sublocal

Suggestions for promoting Education Week were exchanged at the February meeting of the sublocal. Guest speaker at the meeting was W. E. Kostash, assistant general secretary.

Present at the March meeting was district representative Frank Edwards, who spoke on Education Week and various activities in which a local, such as Clover Bar, could engage.

## Reorganize Foothills Local

A reorganization meeting of the Foothills Local, made necessary by the loss of the Vulcan part of the division to the Vulcan County, was held on February 23. The new executive consists of J. Wilson, president; E. B. Lindbergh, vice-president; E. P. Van Tighem, secretary-treasurer; Helen McKay, press representative; and H. Unger and J. Wilson, councillors.

Vacancies in the salary negotiating committee were filled by the election of D. O. Pakenham and R. Cunningham. Other members of this committee are H. Unger, J. Wilson and Ione Denison.

A nomination was made for the position of vice-president on the Executive Council.

## Correspondence School Branch Elect 1951 Executive

At the general meeting, Nancy Thompson was elected president;

Archie Bain, vice-president; Jean Hill, secretary; Mary Dunnigan, treasurer; Norah Lyons, press representative; Ethel Weeks, senior high school representative; Elizabeth Filipkowski, junior high representative; Kay Vowel, elementary representative; Helen Berry, councillor.

The salary negotiating committee consists of Dave Embree, William Selezinka, Margaret Fawkes.

Business at the meeting included the following: a resolution re raising the minimum salary for teachers; the nomination for the office of president on the Provincial Executive; and possibilities of establishing a teachers' credit union in Alberta.

#### Monthly Letter Organized by Foremost Local

At the meeting on February 15, the salary negotiating committee gave their report on the final agreement reached with the board. They felt that the schedule decided upon was not too effective in view of the rising cost of living.

In order to have a closer link maintained between the sublocals in the division and the local, the group decided to organize a monthly letter in conjunction with the principals' association monthly bulletin. Every member was urged to contribute anything which may be of general value

at all. This contribution isn't to be restricted to ATA matters.

An introductory presentation on guidance was given by Floyd Terriff, David Dack, and Hugh Irving. The group felt that if particular phases of guidance were presented at our next three meetings, rather than limiting the topic to one meeting, each teacher would gain more from the Professional Reading Program.

In addition to the topic on Guidance at the next meeting, there is to be a discussion, led by George McFall, Glen Olsen, and Doris Hittle, on unit study structure in the new junior high school program of science.

#### Community Economics Report Given by Sr. Honorius

On February 2, sublocal members made plans for the observance of Education Week and appointed a committee representing each of the four Grande Prairie schools to complete arrangements.

The highlight of the meeting was a very interesting report by Sr. Honorius on a community economics project carried out by her class.

#### Teachers' Institute Held at High Prairie

A record number of teachers of the division attended the annual teachers' institute on March 9.

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The group was welcomed by Dr. J. B. T. Wood. Superintendent Broughton introduced the guest speaker, W. E. Hodgson, associate professor of the Faculty of Education, who gave the institute informative addresses on "Classroom Management" and "The Field of Arithmetic." He accompanied his second speech with a practical demonstration of devices used in the teaching of arithmetic.

The results of the 1950-51 testing schedule in the division were given by J. G. Woodsworth, supervisor of guidance and instruction.

Visiting teachers were taken on a conducted tour of the new Prairie River Consolidated School, at which time they were able to view classroom material and various displays.

"Recent Trends in Teaching Basic Skills in the Elementary School," was the topic of the roundtable discussion, which was introduced by Dr. Woodsworth and led by M. Hayden, Irene Richmond, Marjorie Walker, and W. F. Stewart.

After a short talk by M. A. Broughton on educational and administration matters, the teachers inspected tables of useful displays of low-cost or free material which might be of value to other instructors. These displays were presented by Lucille Duchak, Sr. Therese, Art Long, Carole Bannister, and Sybil Sandman.

A short business meeting concluded the program.

#### Erickson Speaker at Holden Sublocal Meeting

Guests from the Ryley Sublocal and members of the Holden Sublocal were privileged to have as their guest speaker, Superintendent E. Erickson, who gave an account of the "Alberta School Curriculum" and explained the forthcoming changes in the curriculum. A vote of appreciation was given by the teachers to Mr. Erickson.

A committee of the following four persons was appointed to arrange

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for promotion of Education Week:  
William Brushett, Ila Moren, Eleanor  
Good, and Lars Olson.

**Jarvie-Fawcett Teachers Discuss**

Cooperation Between Home and School

Harold Ross Dapp led a discussion  
on how to obtain greater cooperation  
between the home and the school, at  
the sublocal meeting on February 21.  
Ways suggested to obtain this co-  
operation were contact through visits,  
appointments, social gatherings, and  
publishing school papers. One im-  
portant point brought out was that  
if the teacher would try to say some-  
thing good about each child, the  
parents' interest in the school would  
soon increase.

*The County Act* was the topic sug-  
gested for the next meeting at Faw-  
cett on April 18.

**Salary Negotiating Subject  
at Lacombe Local Meeting**

The majority of discussion at the  
meeting on January 27 followed the  
report of the salary negotiating com-  
mittee. The committee received the  
unanimous support of the meeting,  
and was instructed not to drop the  
requested salary increase below the  
original figure of \$300 across the  
board.

Approval was given to the proposal  
that the local continue, as in recent  
years, to extend a grant of \$10 to  
each sublocal.

The local decided to invite R. V.  
McCullough, superintendent of  
schools, to address the group at the  
next meeting, regarding sports and  
a musical festival.

**Leslieville Sublocal Teachers  
Work on Tests for Division**

The sublocal meeting March 13,  
discussed final plans for the musical  
festival. The group then concen-  
trated its efforts on the composition  
of tests to be used in the division.  
The Division III group, directed by H.

Smith, worked on science tests; the Division II group, directed by E. Oliver, worked on enterprise tests; the Division 1 group, directed by M. Clark, worked on a list of 100 basic sight words, on which Grade I's are to be tested.

**Teacher Elected Mayor**  
of Mundare Town

At the January meeting of the sublocal, the teachers discussed group insurance, and Michael Tomyne gave a comprehensible lecture on civil defence. Mr. Tomyne, former mayor of the Village of Mundare, was elected mayor of the newly formed Town of Mundare.

**Teachers Meet**  
at New Norway

Members present at the February nineteenth meeting agreed that by exposing the public to the school, church, and other educational services during Education Week, many more people would appreciate and understand the importance of EDUCATION.

Michael Bartman reported on the agreement made with the divisional board with regard to salaries for the coming year. Joanna Stewart gave a brief account of CTF work.

Teachers present at the meeting in New Norway on March 12 discussed group insurance. Hattie McQuillan gave an interesting and informative talk of chalk drawing.

**Olds Local**

Resolutions were discussed at the general meeting on March 14 and a committee was appointed to meet Superintendent Crispo to discuss the addition of new books to the central library.

**New Sarepta Sublocal**

Many corrective measures to overcome reading difficulties were brought out of the topic, pupils'

### **Intending to Teach in Quebec?**

Teachers interested in positions with Protestant School Boards in the Province of Quebec, outside Montreal, are urged to contact the undersigned before accepting offers below the salary scale approved by the teachers' professional organization in Protestant Quebec.

J. M. Paton, Executive Director,  
Provincial Association of Protestant Teachers  
1410 Guy Street, Montreal 25, Quebec

### **Medicine Hat City Schools**

There will be vacancies on the Medicine Hat Teaching Staff for the following classes of teachers, with duties to commence 1st SEPTEMBER, 1951:—

High School: Academic, Home Ec.  
Intermediate School: Home Ec.  
Elementary School: Primary,  
Opportunity Class.

Application Forms and copies of Salary Schedule will be forwarded upon request to the undersigned:

G. H. Davison, Secretary-Treasurer,  
Medicine Hat School District No. 76.  
MEDICINE HAT, ALBERTA.

The Edmonton Separate School Board will make, during the next few months, several appointments to its teaching staff, duties to begin September 4, 1951.

Interested teachers are invited to write to the undersigned for blank Application Forms and Salary Schedules.

A. A. O'BRIEN,  
Superintendent,  
10040 - 103 St.,  
Edmonton Separate Schools.  
Edmonton, Alberta.

Appointments to the staff of the Lethbridge City Schools will be made in May and June. There will be vacancies in the elementary grades, junior high school, home economics, and industrial arts sections, and senior high commercial department.

Applications should be accompanied by certified copies of recent inspectors' reports, and forwarded to

A. J. WATSON,  
Superintendent  
c/o Junior High School  
15 Street South  
Lethbridge, Alberta

reading abilities, at the February fifteenth meeting. The importance of forming good reading habits in the primary grades, was stressed. The spring festival and salary schedule were also topics of interest at the meeting.

#### Red Deer Sublocal

Executive for the sublocal are: Margaret Thompson, president; F. Jacobs, vice-president; Eleanor Jevne, secretary-treasurer; D. A. Prescott, press representative; T. A. Bickell, Daisy Hankins, Charles Merta, program committee; D. A. Prescott, G. H. Dawe, Doris Hall, public relations committee; Eleanor Jevne, C. B. Moore, councillors to the local.

#### LaZerte Speaks at Red Deer

On January 22 in the Junior High School Auditorium at Red Deer, an address entitled "Our Schools Need Your Help" by Dr. LaZerte constituted an examination of the teaching profession in Canada in the light of the following professional criteria: 1. social service idealism, 2. holding power of a profession, 3. professional basic education, 4. standards within the profession.

At the outset, Dr. LaZerte said that in his discussion he was criticizing neither the teachers nor the Department of Education. He felt that the present weaknesses in education were due mainly to a lack of active interest on the part of the Canadian public, and he urged greater attention to educational matters and standards by all Canadians. He explained that the loss of some 38,000 trained teachers in Canada during the past 10 years was because of the fact that many enter the profession merely as a stepping stone to more lucrative fields of endeavor. Also, many of our most able students, who would make the most effective teachers, choose other professions because

of the low salaries being paid to teachers. Among the 90,000 positions in the field of education in Canada, only 400 provide salaries of \$4,500 or more.

Dr. LaZerte discussed the question of a short term program versus a long term program of teacher training. He felt that by following the latter course the problem of teacher shortage would be met; whereas, by following the short term program over a period of years, a shortage of adequately trained teachers would probably still exist. During his span of teaching in Alberta, Dr. LaZerte said that Alberta had trained a total of 35,000 teachers to man 4,000 classrooms. A definite and carefully planned training program to include selection, education, and training, and not training alone, would aid considerably in solving the teacher shortage.

Answering the question "What would be an adequate salary?" Dr. LaZerte said, "When the salary of teachers approximated the salaries of other professions to which the teachers were going from teaching, then the teacher shortage would disappear."

The meeting was sponsored by the Red Deer Local.

#### Round Hill to Hay Lakes

On February 15, eighteen members present suggested activities for Education Week, which included the showing of a film on Education, and schools holding "open house" to enable the public to see their schools in operation.

#### Rochester-Perryvale Sublocal

Members of the sublocal and guests from the Athabasca Sublocal heard an account by Carl Farvolden of the preparations made for Education Week, and of steps that were being taken to promote better public relations. Nevis LaBranche led a talk

based on Dr. Swift's article in the recent Alberta Educational Council publication.

A strong protest was made by the meeting against the article by Marian Gimby contained in the recent AEC publication, on the grounds that various aspects of the article would tend to undo much in public relations.

#### Smoky Lake Sublocal

At the monthly meeting of the sub-local on January 26, Superintendent Kostash's demonstration on reading in the elementary grades was the main topic of discussion. In his demonstration, he stressed the following points to be observed in teaching reading: (a) readiness, (b) guided silent reading, (c) follow-up activity.

John Achtymichuk gave a report at the February meeting on "Choral Music in Junior High School." He emphasized the importance of choral training in the junior high division, the classification of voices, and the correction of faults of voice production.

Mr. Kostash illustrated by an example the purpose of the Standard Tests which had been administered to the pupils of the division.

#### Margaret Henderson Honored at Spirit River Ceremony

One of the finest public affairs in the history of Spirit River, and certainly one which brought together the largest number of local people that have gathered at a public occasion in recent years, was the official opening of the new two-room wing to Spirit River School and the unveiling of the dedication plaque in honor of Margaret Henderson on March 7.

Superintendent A. L. Schrag, in his opening remarks as chairman pointed out the three-fold significance of the occasion, first, as an event embodying the local celebration of Edu-

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cation Week, second, as the official opening of the new wing to the school and open house to the general public, and thirdly, as the occasion of honoring Margaret Henderson for her service as a teacher in Spirit River by naming the new wing after her.

Mayor Gudlaugson, Mrs. Ida Winchell, pioneer member of the United Church Ladies' Aid, guest speaker E. J. M. Church, supervisor of the Teachers' Service Bureau, Department of Education, Elizabeth Hartwell, principal of Rycroft School, and J. M. Fildes, ex-postmaster and chairman of the old Spirit River School Board, all paid tribute to Miss Henderson's faithful service in the school and in the community, and all were reminiscent of their associations with her. Mrs. Winchell drew particular attention to the service Miss Henderson had given in the school, church, and community from the time she arrived at the Old Spirit River settlement in 1918 until the time of her retirement. Mr. Church reviewed Miss Henderson's teaching service in Alberta, which totalled 41 years in all.

Mr. Fildes unveiled the plaque presented by the Spirit River Home and School Association, which was inscribed as follows: "1950 — Dedicated in Honor of Margaret Henderson — for her many years of loyal service as school teacher—1919-1947."

Three items on the program consisting of a chorus, choral speech, and a dance, were contributed by the elementary school children.

Mr. Schrag explained to the gathering the purpose of the particular design used in the new wing—a long, low, rambling building, featuring large corridors, and permitting extension of any size to meet future needs.

E. Sather of Wanham brought greetings from the divisional board, and commended the work of home

and school associations in helping parents and teachers to become better acquainted with each other's jobs and in promoting better cooperation between the two groups. He concluded the ceremonies by presenting to J. M. Parks, assistant principal of Spirit River school, the key to the new wing.

In charge of overall arrangements were Mrs. Mueller and Ethel Fildes.

#### Spirit River-Rycroft Sublocal

Education Week and salary schedule negotiations were the topics discussed by the 20 members present at the meeting on February 23.

#### Swalwell-Acme Sublocal

At the February thirteenth meeting, Roland Ward reported on the negotiating committee meeting, and Steve Semenchuk reported on the councillors' meeting held in Calgary. Education Week and the spring track meet were other topics of the meeting.

#### Thorsby Sublocal

##### Discuss Resolutions

A meeting of the Thorsby Sublocal was held on March 7 with 14 members present. The major part of the evening was spent on AGM resolutions. The next meeting will be held in Warburg on April 25.

#### Group Insurance Topic

##### Vegreville-Lavoy Meeting

A group insurance discussion, led by J. Finlay, was the highlight of the sublocal meeting on January 20. Most of the 26 teachers present were very much in favor of such a scheme. Salary schedules and the track meet were other items of business. Local and sublocal track meets are to be held in Vegreville and the following committee was appointed to look after arrangements: Wm. Gegolick, Josephine Reidlinger, J. Finlay, G. Strong, Andy Fedoruk.

# Letters

The County Act

Coalhurst, Alberta  
March 29, 1951

Editor, Lethbridge Herald  
Lethbridge, Alberta

Sir:

There has been considerable discussion of *The County Act* during the past winter, and Mr. Gerhart, among others, has cast many aspersions against the teachers of the province for their opposition to the proposals. At a recent meeting of the Coalhurst-Nobleford Sublocal of the ATA, exception was taken to the statement that teachers opposed *The County Act* for selfish reasons—that they were afraid of its hurting their bargaining position. We do not “fear” the county organization, as those of us who have taught for many years know that the larger the unit with which we have to deal, the better our position has been. We do have valid objections to *The County Act* which we here set forth.

We object to the fact that only ratepayers, not electors, may vote in county elections. Since schools are the largest and most important unit of local government, administering about thirty million dollars per annum, we oppose the idea of coopting or appointing members of the school committee. We challenge the democratic basis of these regulations.

While the school committee may present annual estimates, the whole county council may revise or reduce them. This is a poor system—even the Hope Report advocates a separate school board for fixing estimates for school purposes. Another bad feature of this arrangement is that while town districts are not included in the county, many rural ratepayers in these districts will elect not only a local school board to control their own schools but also members to the

county council which controls the divisional schools.

The implications in Mr. Gerhart's addresses re the inefficiency of school boards as compared to municipal councils indicates the direction in which the Alberta government is moving—*The County Act* is an attempt to enhance the position of the department of municipal affairs at the expense of the departments of health and education.

Finally, although provision is made for a plebiscite at the end of four years to ascertain the wishes of the electorate, a reversion to the present system if desired would be well-nigh impossible after a division of funds, a re-drawing of boundaries, and a disruption of records attendant upon the setting up of a county.

These are some of the faults apparent in even a superficial consideration of *The County Act*. We think it immature, unsound, partisan, and undemocratic.

Coalhurst-Nobleford Sublocal ATA  
per Gerald L. Berry, M.A.

"More Bridges Please"

Hamilton, Ontario,  
March 28, 1951.

To the Editor:

On Sunday, March 4, the Canadian Westinghouse Company took the opportunity of saluting the nation's teachers on their radio program "Westinghouse Presents." This broadcast is heard every Sunday at 10:30 p.m., EST, over 48 coast-to-coast stations of the CBC's Dominion network. It co-stars the famous Don Wright Chorus and the noted commentator of the Canadian scene, John Fisher.

Mr. Fisher is often known as "Mr. Canada" and in his talk that evening, again spoke on his favourite subject—

the life and growth of this country. Education is a most important facet of Canada's life and growth, and teachers, perhaps more than any other group, are helping to build a better Canada. It is undeniable that the youth of this country, adequately educated, are its most valuable asset.

Education is the subject and "More Bridges Please" the title of John Fisher's story. We're sure it will be of interest to you.

Additional reprints of this and other talks by John Fisher in the "Westinghouse Presents" series can be had by contacting the Canadian Westinghouse Company, Limited, Sandford Avenue, Hamilton, Ontario.

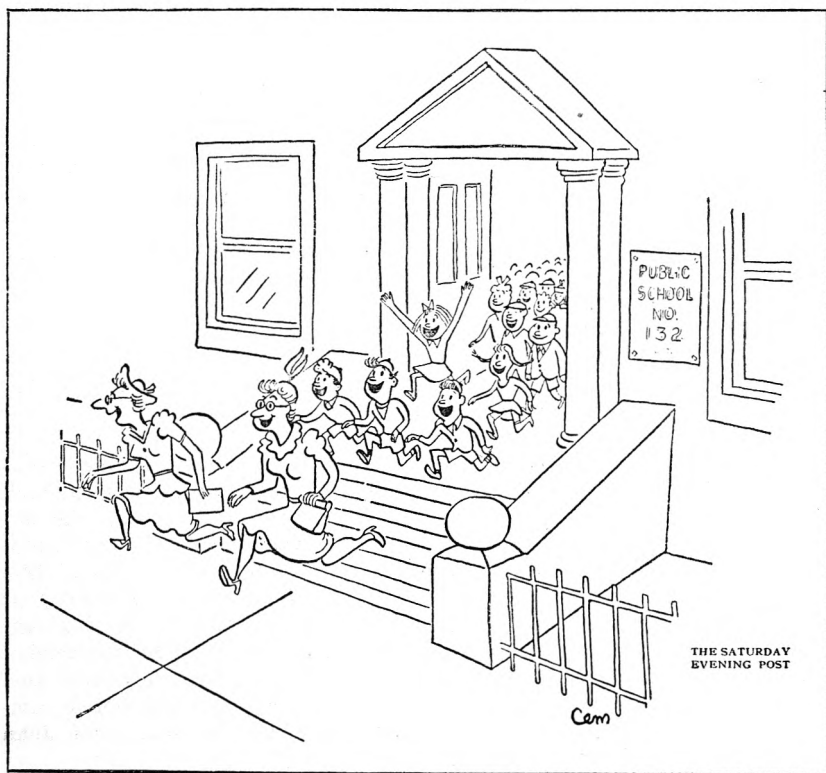
Being of any service to you at any time would be our pleasure.

Yours sincerely,

NIAGARA EDITORIAL

BUREAU,

Donald Dixon.



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